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A study to survey the opinions of first-year and second-year public school teachers concerning both teaching experiences and college administrative policies relating to student teaching. The results were obtained from a questionnaire devised through the cooperation of all the directors of student teaching for the State teachers colleges. Experiences of student teachers were correlated with their evaluation of the experience. A number of recommendations pertaining to various aspects of the student teaching program were derived from the study.

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AN EVALUATION BY FIRST-YEAR AND SECOND-YEAR TEACHERS OF THEIR STUDENT TEACHING EXPERIENCES AS PROVIDED BY THE FOURTEEN STATE TEACHERS COLLEGES OF PENNSYLVANIA

by

Irvin J. Shutsy

B. S., California State Teachers College, 1940

M. Ed. University of Pittsburgh, 1948

Submitted to the Graduate Faculty in the School
of Education in partial fulfillment of
the requirements for the degree of
Doctor of Education

University of Pittsburgh

1960

FOREWORD

The writer wishes to express his grateful appreciation to Dr. Vernon C. Lingren, his faculty advisor at the University of Pittsburgh, for his sincere interest and valuable assistance in directing this study. He is also indebted to Dr. C. Mauritz Lindvall for his counseling and guidance, as well as to the other members of the examining committee for their advice and direction.

Acknowledgement is made to the Presidents and Directors of Student Teaching of the fourteen Pennsylvania State Colleges for their excellent cooperation and assistance in collecting the data for this study.

The writer also wishes to express his sincere appreciation to Mrs. Cora Coover for her literary assistance in the organization of the study; and to his wife and family for their assistance, encouragement and understanding.

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I. INTRODUCTION

A. Background of the Problem

With the dawn of a new era in the scientific world, those outside the field of education have forced to the foreground, through their criticism, a reappraisal of education. This research proposes to scrutinize the student teaching program for the purpose of evaluating its place in educating future teachers.

The student teaching program, as it appears in teacher education, has been in a state of change and development for a number of years. This can be traced to the old industrial apprenticeship practices. The modern student teaching program has developed by passing through the phases of apprenticeship training and practice teaching. Despite the seemingly small changes in the descriptive titles of the program, student teaching still constitutes a sizeable portion of the teacher education curriculum.

In a recent study Cogan[1], of Harvard University, found that 16 to 21 per cent of college course work is devoted to professional courses. Approximately 30 per cent of the professional course work consists of student teaching.

With this large portion of the program devoted to student teaching, it is only natural that the program should be scrutinized more closely. Student teaching almost invariably constitutes a substantial proportion of the required professional program of courses but has generally escaped the public or lay criticism to which other courses in professional education have been subjected.

---

[1] M. L. Cogan, "Professional Requirements in Programs for the Preparation of High School Teachers." The Journal of Teacher Education IX (September, 1958), p. 274.

It is interesting to speculate that student teaching remains largely unscathed because of the traditional support it draws from the establishment in the Middle Ages of an apprenticeship as a prerequisite to the license to teach, as well as the support derived from the incontrovertible common sense of the clerkship in law and the internship in medicine.[1]

As one views the professional organizations devoted to assuming a role in student teaching such as the Association for Student Teaching and the American Association of Colleges for Teacher Education, one becomes aware that this professional field is indeed very broad. Despite this, there does appear to be considerable uniformity in believing that the student teaching program is a very important part of teacher preparation.

Flowers[2] and his Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers Colleges stated that there can be no question as to the recognition of the importance of student teaching as a professional laboratory experience. This committee selected the following three basic principles for special emphasis because they are particularly important in the student teaching experience:

---

[1] Ibid., p. 271.

[2] John G. Flowers et al. School and Community Laboratory Experiences in Teacher Education (Oneonta, New York: American Association of Teachers Colleges, 1948), pp. 146-165.

> The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student.
>
> Professional laboratory experiences should be cooperatively developed by the student and his advisers.
>
> The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activity both in and out of school.[1]

Curtis and Andrews[2] in their writings stated that student teaching is generally regarded as the most important single experience in any teacher education program. The confidence expressed in student teaching offers a real challenge to those responsible for teacher education programs. Students have a right to expect colleges to provide teaching experiences that contribute to maximum growth in learning as they prepare to assume the responsibilities of public school teachers.

With this feeling of the importance of the student teaching program, educators could appear smug and complacent towards any criticism or reviewing of this so-called climax to teacher education. However, as one reviews the student teacher conferences on the state or national level, one is immediately aware that there is no single master program for all teacher education institutions. If there were one, then all could proceed on the assumption that the experiences necessary to educate good teachers have been scientifically selected and that one needs only to have all student teachers follow this program to receive the best experiences possible. However, upon seeking this ideal program, one is immediately aware that there are as many programs for student teaching as there are teacher education institutions.

---

[1] *Ibid.*, pp. 164-165.

[2] Dwight K. Curtis and Leonard O. Andrews, *Guiding Your Student Teacher* (New York: Prentice-Hall Co., 1954), p. 1.

Hoenstine[1], in his research in 1957 dealing with the changes during the student teaching experience, pointed out that there was a great variety of practices and procedures in the student teaching programs among the colleges that participated in his study. The variations in the student teaching programs among the various colleges and universities are used as the starting point for the present research.

Evans[2] reported to the American Association of Colleges for Teacher Education that there are wide differences in the practices in the various institutions with regard to the number of students assigned to supervising teachers, the student load and visitation program of the college supervisor, the required semester hours of student teaching, and the college credit hours granted for student teaching. He further states that, with all these variations in the student teaching program among the colleges and universities, it would seem that there should be a tendency towards a uniformity in student teaching programs. The variations in the practices related to student teaching are more extreme than are necessary in order to provide for whatever particular differences exist in the different institutions.

---

[1] Earl S. Hoenstine, "Changes During the Student Teaching Experience in the Thinking of Student Teachers About Teaching Practices, Personality Development, and Learning" (unpublished doctoral dissertation, University of Pittsburgh, 1957), p. 212.

[2] Howard R. Evans, A Survey of Student Teaching Practices and the Calculation of Teaching Load, Published as a service to member institutions of the American Association of Colleges for Teacher Education (New York: The Association, 1954).

The A.A.C.T.E. study of 1954 presented a series of needed researches in teacher education, including student teaching. One of the possible problems listed was an analysis of both opinion and practice regarding the amount of student teaching which is regarded as desirable as well as the variations in the experiences of student teaching.[1]

A review of the literature shows that considerable research has been done on student teaching. However, the majority of the research workers gathered their data from those who organize and direct the student teaching programs of the colleges or universities. While it is not the purpose of this study to challenge the ability of this group to evaluate and suggest improvements, its purpose is to view the problem through the thinking of those for whom the program was designed, the student teachers. While very little research has been undertaken from the students' point of view, several studies have made contributions.

Patterson[2], in his research of 1950, selected a group of 55 seniors from 24 institutions, and asked them to evaluate their student teaching programs. He found that students not only enjoyed their student teaching but also were looking for help from all curricular experiences that preceded student teaching. If students were critical of the student teaching program it was because of their own concern for what they might have been able to do had they had more effective preparation. Patterson claimed that there was no statistical validity for the conclusions drawn from the study because the sampling was insufficient.

---

[1] American Association of Colleges for Teacher Education, Needed Research in Teacher Education, A.A.C.T.E. Study Series Number 2 (Oneonta, New York: The Association, 1954).

[2] Allen D. Patterson, "Participants Look at the Program," Off-Campus Student Teaching, Thirtieth Yearbook of the Association for Student Teaching, (Lock Haven, Pa.: Edward Brothers, Inc., 1951), pp. 82-89.

The acute shortage of teachers and the present scrutiny of education because of the emphasis on the space-age have made educators more cognizant of each phase of teacher education. Schools of education are constantly evaluating their programs and their graduates in order to supply professionally qualified teachers.

The research committee of the Pennsylvania Association for Student Teaching reported in 1957 that only one college preparing student teachers was satisfied with its student teaching set-up whereas 24 colleges reporting were not satisfied with their student teaching programs.[1]

Although much has been written concerning student teaching programs, it is believed that this study should prove interesting and informative to those directing student teaching. It is further hoped that this study should also prove interesting and informative to those interested in other phases of teacher education.

B. Researches Related to the Problem

A review of educational literature finds an abundance of texts and research in the field of student teaching. The following is an attempt to report some researches more closely related to this study.

---

[1] Report of the Research Committee, Pennsylvania Association for Student Teaching, April 6, 1957, (Mimeographed).

Risheberger[1] completed a doctoral study in 1946 at the University of Pittsburgh. This study was a survey of student teaching facilities and practices in accredited teacher education institutions of Pennsylvania. His study showed that 90 per cent of the graduates reporting felt that the course in student teaching provided them with the opportunity to determine the effectiveness of their previous educational experiences at the teacher education institution.

Davis[2], in his research at the University of Pittsburgh, recommended for further study a student evaluation of professional laboratory experiences, which include student teaching.

In 1955, Steinbrook[3] studied 90 elementary classroom teachers with contrasting success records. He found that student teaching seemed to contribute directly to teaching success.

Schwisow[4], in 1957, made an evaluation of the student teaching program for secondary school teachers at the University of Nebraska. He reported that factors limiting success in student teaching were insufficient length of time in student teaching, lack of opportunity for observation of experienced teachers, some impractical professional education courses, and insufficient opportunity to participate in extra-class activities. The data for this report were gathered from supervisors of student teachers and former student teachers.

---

[1] Paul A. Risheberger, "A Survey of Student Teaching Facilities and Practices in Accredited Teacher Education Institutions of Pennsylvania" (unpublished doctoral dissertation, University of Pittsburgh, 1946), p. 270.

[2] John E. Davis, "Professional Education Laboratory Practices in Selected Colleges in Pennsylvania Preparing Teachers for the Public School" (unpublished doctoral dissertation, University of Pittsburgh, 1954), p. 135.

[3] Roy S. Steinbrook, "Study of Some Differences in Background, Attitudes, Experiences and Professional Preparation of Selected Elementary Teachers with Contrasting Local Success Records" (unpublished doctoral dissertation, University of Indiana, 1955).

[4] Louren L. Schwisow, "An Evaluation of the Student Teaching Program for Secondary School Teachers at the University of Nebraska" (unpublished doctoral dissertation, University of Nebraska, 1957).

McCreery[1] made an analysis of the student teaching program in the secondary school at Ball State Teachers College. He reported that supervising teachers should be made aware of the problems and difficulties which most student teachers encounter and that arrangements should be made through in-service programs to help the supervising teachers assist the student teacher in finding satisfactory solutions to his problems. In addition, concerted efforts should be made to establish better relationships between student teachers and supervising teachers through a mutual understanding of the functions and responsibilities of both parties.

Blanton[2], in 1957, made an analysis of the full-time off-campus student teacher program of the secondary school at Appalachian State Teachers College. This study evaluated the extent to which the objectives of the student teaching program were being realized and recommended any changes necessary in the pre-service preparation of prospective teachers at the Appalachian State Teachers College, North Carolina. One hundred and eight supervising teachers took part in the study (1954-1955). This study reported that at least two-thirds of the student teachers had attained to a high degree all but three of the 13 objectives set forth by the college faculty. The report further states that the student teachers adequately attained the main objectives of the program.

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[1] Gene S. McCreery, "An Analysis of the Student Teaching Program in the Secondary School at Ball State Teachers College" (unpublished doctoral dissertation, University of Indiana, 1953).

[2] Ray R. Blanton, "An Analysis of the Full-Time Off-Campus Student Teaching Program in connection with the North Carolina Secondary School at Appalachian State Teachers College" (unpublished doctoral dissertation, University of Indiana, 1957).

Gray[1], in 1956, made a study, with the use of the Minnesota Teacher Attitude Inventory, of the selection, counseling, and placement of student teachers. This report stated that it appeared that no one method was adequate for predicting success in student teaching. A combination of methods, both subjective and objective in nature, should be used.

Dilley[2], in 1953, made a study dealing with the problems of a group of student teachers in elementary education with implications for the improvement of teacher education at Indiana University. He reported that not all student teachers were able to identify their problems without professional help. He further stated that student teachers who had many previous direct relations with children seemed to experience more success in their student teaching than did those who previously had only a few direct relationships with children.

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[1] Maxine Gray, "The Use of the Minnesota Teacher Attitude Inventory in the Selection, Counseling, and Placement of Student Teachers" (unpublished doctoral dissertation, Wayne University, 1956).

[2] Norman E. Dilley, "Problems of a Group of Student Teachers in Elementary Education with Implications for the Improvement of Teacher Education at Indiana University" (unpublished doctoral dissertation, Indiana University, 1953).

Kleyle[1], in a study at the University of Pittsburgh, reported that grades received in student teaching appeared to have no significance in predicting later evaluation of teachers in service. The study further reported that 94 per cent of the sample tested felt they were well prepared for teaching.

Oesterle[2] of Purdue University, Lafayette, Indiana, stated that his questionnaire was sent to 40 authorities in teacher education who were affiliated with the conduct of student teaching. They were requested to express their opinions concerning certain aspects of an ideal program of teacher education and the value of including specified information in a handbook for student teachers. His study showed that, in limited respects, the representatives of the colleges and universities tended to emphasize responsibilities in the handbook at the expense of the privileges of the student teacher. The handbook should strive to include only that information that helps the student teacher adjust to a new experience and to solve real problems. The handbook should supplement, reinforce, and stimulate the conduct of individual and group conferences but should not be considered a replacement for continuous personal guidance.

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[1] Helen M. Kleyle, "Differences in Personal and Professional Characteristics of s Selected Group of Elementary Teachers with Contrasting Success Records" (unpublished doctoral dissertation, University of Pittsburgh, 1959), p. 105.

[2] Robert A. Oesterle, "The Content of Handbooks for Student Teachers," The Journal of Teacher Education, VIII (December, 1957), pp. 381-386.

Lawson[1], in his research at the University of Pittsburgh, is conducting a related study concerning the professional practicum course practices of the state colleges of Pennsylvania. He is reporting what practices are now a part of the program and whether or not the respondents recommend the practice to be or not to be a part of the course.

Lingren[2,3,4] of the University of Pittsburgh, Pittsburgh, Pennsylvania, made three studies on the evaluation of student teaching and the need for improving the student teaching program. He reported that help needed by student teachers is very similar to the help needed by first-year teachers in regular teaching positions. He further reported that since student teaching is claimed by many educationists to be the climax of the teacher education curriculum, it should be a mutual concern for continuous evaluation and redirection and that further development and improvement of student teaching programs will assist in achieving progress in the field of teacher education.

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[1] James D. Lawson, "Survey of the Professional Practicum Course Practices of the State Colleges of the Commonwealth of Pennsylvania" (unpublished doctoral dissertation in preparation, University of Pittsburgh, 1960).

[2] Vernon C. Lingren, "Help Needed and Received by Student Teachers," The Journal of Teacher Education, X (March, 1959), pp. 22-27.

[3] Vernon C. Lingren, "Student Teachers Evaluate a Student Teaching Program," The Journal of Teacher Education, X (December, 1959), pp. 468-470.

[4] Vernon C. Lingren, "Three Proposals for Improving Student Teaching," Educational Administration and Supervision, XLIII (November, 1957), pp. 385-389.

II. THE PROBLEM AND ITS TREATMENT

A. Statement of the Problem

The problem of this study is to obtain the first-year and second-year teachers' evaluation of their student teaching experiences which were provided by the State Teachers Colleges of Pennsylvania.

B. Elements of the Problem

The elements of the problem are the following:

1. What relative importance do first-year and second-year teachers place on the organization and administrative policies of their student teaching programs?
2. What specific teaching experiences were encountered in teaching and in student teaching by first-year and second-year teachers?
3. What student teaching experiences are regarded by first-year and second-year teachers as having the most value, some value, or little or no value?
4. What teaching experiences are regarded by first-year and second-year teachers as being important but not emphasized enough in their student teaching programs?
5. What are the recommendations of first-year and second-year teachers for improving the student teaching programs?

6. What is the relationship between the evaluations of student teaching experiences made by first-year teachers and those made by second-year teachers?

7. What is the relationship between the evaluations of student teaching experiences made by the students of two colleges selected for special treatment in this study?

C. Delimitations of the Problem

The delimitations of the problem are the following:

1. This study is limited to the fourteen State Teachers Colleges of Pennsylvania.

    State Teachers College, Bloomsburg, Pennsylvania
    State Teachers College, California, Pennsylvania
    State Teachers College, Clarion, Pennsylvania
    State Teachers College, Cheyney, Pennsylvania
    State Teachers College, East Stroudsburg, Pennsylvania
    State Teachers College, Edinboro, Pennsylvania
    State Teachers College, Indiana, Pennsylvania
    State Teachers College, Kutztown, Pennsylvania
    State Teachers College, Lock Haven, Pennsylvania
    State Teachers College, Mansfield, Pennsylvania
    State Teachers College, Millersville, Pennsylvania
    State Teachers College, Shippensburg, Pennsylvania
    State Teachers College, Slippery Rock, Pennsylvania
    State Teachers College, West Chester, Pennsylvania

2. This study is limited to Pennsylvania State Teachers College graduates who have completed one year or two years of teaching beyond student teaching.

3. This study is limited to the student teaching portion of the teacher education program.

D. Meaning of Terms[1]

The following terms are used in this study:

1. Coordinator or Director of Student Teaching:
   The person designated by the college with the administrative responsibility for organizing and coordinating the college's total program of student teaching.

2. Directed Observation:
   All professional observations which have been planned, supervised, and evaluated.

3. Participation:
   Those experiences of the college student in which he assists and works with the regular classroom teacher. This is a part of pre-student teaching and of student teaching.

4. Professional Laboratory Experiences:
   All those contacts with children, youth, and adults in school and community (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

5. School:

   a. Campus or off-campus laboratory school:
      A school which is controlled and supported (all or in part) by the college and which is organized as an integral part of the teacher education program to provide significant opportunities to study the various phases of the teacher's activities both in and out of school.

   b. Cooperating school:
      A school which is not controlled or supported by the college but which does provide facilities for professional laboratory experiences in a teacher-education program.

6. Student Teacher:
   The college student who is doing student teaching.

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[1] The Association for Student Teaching, "Selected Terminology in the Field of Professional Laboratory Experiences in Teacher Education," The Supervising Teacher, Thirty-Eighth Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: Wm. C. Brown Co., 1959).

7. Student Teaching:
   The period of guided teaching during which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

8. Student Teaching Center:
   A school or school system with which the college has agreed to set up a comprehensive program of student teaching.

9. Supervising Teacher:
   One who teaches children or youth and who also supervises student teaching and/or other professional experiences.

   a. Cooperating school supervising teacher:
      One who performs the responsibilities of a supervising teacher in a cooperating school.

   b. Laboratory school supervising teacher:
      One who performs the responsibilities of a supervising teacher in a laboratory school. One who is a member of a laboratory school staff recognized by the college as qualified to guide a group of pupils and one or more college students, guiding the latter in their understanding and teaching of a given pupil group.

10. Supervisor:

    a. College or university supervisor of student teaching:
       The college representative who is responsible for supervising a student teacher or a group of student teachers.

    b. Off-campus supervisor of student teaching:
       The college representative who is responsible for supervising student teachers in off-campus student teaching centers.

The following term, used in this study, was suggested by the Board of Presidents of the State Teachers Colleges of Pennsylvania.

1. Special Curriculums:
   All specialization curriculums taught at the State Teachers Colleges exclusive of the elementary and secondary curriculums.

   a. Art Education
   b. Atypical Education
   c. Business Education
   d. Health Education
   e. Home Economics
   f. Industrial Arts
   g. Library Science
   h. Music

E. Sources and Nature of the Data

1. Primary Sources of Data

    a. Questionnaires sent to a 10 per cent sampling of the graduates of the State Teachers Colleges of Pennsylvania during their first-year or second-year of teaching.

    b. Questionnaires sent to all 1957 and 1958 graduates of two State Teachers Colleges of Pennsylvania selected for special treatment.

    c. Interviews with selected first-year and second-year teachers.

2. Secondary Sources of Data

    a. Text books and professional publications

    b. Related dissertations and research

    c. Handbooks on student teaching

    d. College and university bulletins

    e. Standards of the State Department of Education

    f. Other educational literature

III. THE METHOD OF THE STUDY

A. Preliminary Planning

The initial step of this study was defining the problem and its elements. Once this was accomplished, the normative-survey method of research using a questionnaire was chosen. The major divisions of the questionnaire pertained to experiences directed by college administrative policies, teaching experiences, and suggestions and recommendations regarding pre-student teaching and student teaching experiences.

A request was submitted to the Board of Presidents of the State Teachers Colleges of Pennsylvania for permission to conduct the research and to secure necessary data from individual colleges. The members of the Board of Presidents indicated that they would cooperate in the carrying out of the proposed research problem.

B. Preparation of the Research Instrument

The 1958 annual meeting of the Directors of Student Teaching of the fourteen state teachers colleges was held at Bloomsburg, Pennsylvania. The proposed research was presented and received favorable comment from the group. Each director submitted by mail the requested data necessary for preparing the questionnaire.

A study of literature relative to student teaching provided additional background for preparing the questionnaire. A list of student teaching experiences was developed from the various sources so that the questionnaire would present a comprehensive coverage of teaching.

In order to ascertain the respondents' opinions of the value of their teaching experiences, they were asked to indicate whether they considered the experiences to be very valuable, of some value or of little or no value.

The completed questionnaire was reproduced by the ditto process and submitted to college personnel concerned with student teaching for critical analysis and evaluation. Fourteen teachers who had one or two years' teaching experience were included in the trial run. These persons were interviewed to ascertain the reliability of their responses to the inquiry instrument. As a result of the trial run, several statements were reworded in order to make their meanings clearer. The questionnaire was then reproduced by commercial printing.

The printer's proof of the questionnaire was submitted to the Directors of Student Teaching at their 1959 meeting at Millersville, Pennsylvania. Some minor changes were suggested and final approval of the questionnaire was made by this group. The proposed research received the endorsement of all 14 directors of student teaching. A copy of the questionnaire is found in Appendix B page 233.

C. Collecting the Data

The primary data were obtained from graduates of the 1957 and 1958 classes of the 14 state teachers colleges of Pennsylvania. Only those students who had accepted teaching positions were eligible to receive questionnaires. All data for this research were collected and tabulated before the official change of the names of the State Teachers Colleges to State Colleges; thus this report will continue to refer to them as State Teachers Colleges.

A list of 1957 and 1958 graduates and their addresses was compiled, through the cooperation of the State Teachers College Directors of Student Teaching. The total population of graduates accepting teaching positions in the years 1957 and 1958 numbered 5115. Because it was obvious that this population was too large to be studied as a whole, simple random sampling was used as the procedure for studying a portion of this population.[1] It was decided that a 10 per cent random sample of 12 colleges and a 100 per cent sample of two colleges selected for special treatment would receive questionnaires.

A table of random numbers, containing five consecutive pages of random numbers in columns, was selected.[2] The data from each of the 14 colleges were divided into six samples. The three samples for each of the two years consisted of elementary, secondary, and special curriculum graduates. Each graduate accepting a teaching position was given a number. As many numbers as were desired were chosen from the random sample tables. In two colleges, every graduate accepting a teaching position was selected to receive a questionnaire.

Each questionnaire, with a stamped self-addressed envelope for its return, was mailed along with a transmittal letter. Six weeks later a follow-up letter, a second questionnaire, and a letter from the various college presidents and/or the directors of student teaching, were sent in an effort to secure a more complete return from the graduates.

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[1] Arvil S. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (Chicago: J. B. Lippincott Co., 1953), p. 163.

[2] Wilfrid J. Dixon and Frank J. Massey Jr., Introduction to Statistical Analysis (New York: McGraw Hill Book Co., 1951), pp. 290-294.

A total of 1307 questionnaires was mailed. A total of 845 replies was received. This represented 65 per cent of the total questionnaires mailed; however, 68 questionnaires could not be used for various reasons. Nineteen teachers quit teaching in their first year to get married, to enter industry, or to enter the armed forces. Another 22 returns came from teachers with more than two years of teaching experience--teachers in service who had completed degree requirements in 1957 or 1958. Four questionnaires were returned unanswered. A number of letters were returned because of changes of addresses. Even though every effort was made to locate the graduate, 11 could not be located, and 12 questionnaires arrived too late to be tabulated. A total of 777 questionnaires was tabulated for this study. This represents 60 per cent of the total questionnaires mailed. Table 1 indicates the total number of respondents from the 14 state teachers colleges of Pennsylvania.

TABLE 1

NUMBER OF REPLIES RECEIVED

First-Year Elementary............	150
Second-Year Elementary...........	126
First-Year Secondary.............	129
Second-Year Secondary............	135
First-Year Special Curriculum....	131
Second-Year Special Curriculum...	106
Total............................	777

The 777 questionnaires were prepared for tabulation. The questionnaires for each college were listed under first-year and second-year graduates. The returns for each year were separated into three groups; namely, elementary, secondary, and special curriculum. As a result each college was represented with a total of six tabulations. The tabulation check marks were counted and the totals, with their corresponding percentage figures, were transferred to a table form, from a series of work sheets made to facilitate the tabulation of the data. These six tabulations for each of the 14 colleges were compiled into the following composites; first-year elementary, first-year secondary, first-year special curriculum, second-year elementary, second-year secondary, and second-year special curriculum. One master composite was made which incorporated all of the 777 questionnaires returned by the respondents.

D. Treatment of the Data

Inasmuch as the respondent was to give a dual evaluation of each teaching experience and of college administrative policies relating to student teaching, it was difficult to show clearly the actual evaluation on the basis of percentage of responses. One part of the questionnaire asked the respondent to evaluate the experience as _very valuable_, of _some value_, or of _little or no value_. Immediately following this evaluation, the respondents were asked to recommend whether or not this experience should be a part of the student teaching program. In order to ascertain whether the respondents were consistent in their evaluation and their recommendations, it became necessary to use other means to treat the data. It was decided to establish a weighted mean for each item on the questionnaire that could be answered as very valuable, of some value, or of little or no value, by attaching an arbitrary value to each of the possible responses. As stated by Garrett:

> It has been shown that σ - scaling yields are little, if any more reliable or more discriminatory, than the results obtained when the five answers are scored simply 1, 2, 3, 4, 5. This virtual equality of scaling and rule-of-thumb method is a rather familiar finding in mental measurement.[1]

The mean for each item was computed by multiplying the number of checks in the very valuable column by two, those in the some value column by one, and those in the little or no value column by zero. The results were added and divided by the number of checks for that particular item to obtain the weighted mean. A rank order was determined based on these average ratings. To determine the relationship between the respondents' evaluation of a practice and the strength of their recommendation for including it in the student teaching program, a rank order correlation coefficient was computed between these ranks and similar ranks assigned to the recommendations. Spearman coefficients were determined by applying the following formula:[2]

$$\rho = 1 - \frac{6 \Sigma D^2}{N(N^2 - 1)}$$

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[1] H. E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1950), p. 169.

[2] Clifford P. Froehlich and Kenneth B. Hoyt, Guidance Testing (Chicago: Science Research Associates Inc., 1959), p. 62.

where

ρ = coefficient of correlation (ρ = rho)

D = difference between the ranks

N = number of cases

E. Summary

An attempt has been made to describe in some detail the method of the investigation for this study. The following were described; (1) selection of the sample; (2) preparation of the research instrument; (3) collecting the data; (4) procedure for evaluating the data.

An important part of the analysis was to determine the relative importance of each experience by establishing a weighted mean for each item on the research instrument that could be answered as very valuable, of some value, or of little or no value. This made it possible to study the relationship between the value assigned to each experience and the strength of the recommendation for its inclusion in the student teaching program.

IV. RELATIVE IMPORTANCE PLACED ON COLLEGE ADMINISTRATIVE POLICIES RELATING TO STUDENT TEACHING BY FIRST-YEAR AND SECOND-YEAR TEACHERS

A. Introduction

A total of 17 college administrative policies relating to student teaching was submitted for appraisal to a group of first-year and second-year teachers who had graduated from state teachers colleges of Pennsylvania. They were to indicate by checking "yes" or "no" if they had the experience or did not have the experience. The results based on all of the questionnaires returned are shown in the form of tables.

The respondent was then asked to evaluate the experience as being very valuable, of some value, or of little or no value. The respondent was not to limit his opinion only to those experiences he had but to evaluate all of the experiences appearing on the questionnaire. In addition the respondent was to check the appropriate column if he recommended the experience as a part of the student teaching program. One indicator that disclosed the importance of the items was the percentage of response registered on each item. The results of such tabulations are shown in tabular form.

Another indication of the importance of the items was the rank order of the preference given to each experience. The rank order was determined by calculating the weighted mean for each experience and arranging these in the ranking of one to 17. To determine whether the respondents were consistent in their ratings, a second rank order was found, based on the column recommending the experience to be included in the student teaching program. The rank order was determined on the percentage of respondents for each item. A rank order comparison is presented in tables.

B. Total Responses Expressed in Percentages

A total group of 777 respondents representing all 14 state teachers colleges of Pennsylvania was tabulated for this part of the study. The respondents were asked to indicate whether they had or had not encountered the various experiences pertaining to college administrative policies relating to student teaching by checking "yes" or "no" in the appropriate column. Table 2 indicates the number of respondents as well as the percentage of total respondents for each experience. Individuals failing to check an item are shown in the table under no response.

The results of the study show eight experiences which more than half of the 14 state teachers colleges of Pennsylvania include in their college administrative policies relating to student teaching. A total of 91.9 per cent of the respondents report that they were periodically evaluated on rating sheets furnished by the college. Some 89.3 per cent of the respondents were required to take prerequisite courses before being assigned to student teaching. Respondents indicated that 82.2 per cent had periodic conferences with the college supervisor of student teaching. A specific quality point average in fields of specialization was required by 75.9 per cent of those reporting. The opportunity to teach a full day's program for more than one day was

TABLE 2

NUMBER AND PERCENTAGE OF FIRST-YEAR AND SECOND-YEAR TEACHERS ENCOUNTERING OR NOT ENCOUNTERING VARIOUS COLLEGE ADMINISTRATIVE POLICIES PERTAINING TO STUDENT TEACHING

Experiences	Yes		No		No Response	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Were you required to have a designated number of professional laboratory experiences (participation in activities such as scout, church, community, etc.) before your student teaching?	129	16.6	602	77.4	45	5.8
2. Were you given a voice and speech test prior to student teaching?	408	52.5	339	43.6	27	3.5
3. Were you required to take prerequisite courses before being assigned to student teaching?	694	89.3	54	7.0	28	3.6
4. Was a health examination required prior to student teaching?	453	58.3	293	37.7	30	3.9
5. Did you need approval of any committee such as the advanced standing committee before doing student teaching?	403	51.9	340	43.8	33	4.3
6. Were you required to attain a specific quality point average in major and minor fields before being assigned to do student teaching?	590	75.9	157	20.2	29	3.7

TABLE 2--Continued

Experiences	Yes		No		No Response	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
7. Were you required to live in the community in which you did your student teaching?...........................	62	8.0	668	86.0	46	5.9
8. Were you assigned to your home town for your student teaching?..	159	20.5	591	76.1	26	3.4
9. Were your needs and educational background taken into consideration when you were assigned to your student teaching center?..................................	497	64.0	227	29.2	52	6.7
10. Were you given the opportunity to teach a full day's program for more than one day?........................	585	75.3	174	22.4	17	2.2
11. Did you have periodic conferences with the college supervisor of student teaching?........................	639	82.2	122	15.7	15	1.9
12. Did college personnel, other than student teaching staff, make visitations to student teaching centers?...........	316	40.7	431	55.5	29	3.7
13. Was a student teaching guide or manual provided by the college?..	565	72.7	186	23.9	25	3.2
14. Did you have the opportunity to observe the teaching of other student teachers?.............................	476	61.3	282	36.3	18	2.3

TABLE 2--Continued

Experiences	Yes		No		No Response	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
15. Were daily conferences held between student teachers and supervising teachers?..............................	590	75.9	176	22.7	10	1.3
16. Was only one student teacher assigned to each supervising teacher?....................................	443	57.0	314	40.4	19	2.5
17. Did your supervising teacher evaluate you periodically on rating sheets furnished by the college?..............	714	91.9	39	5.0	23	3.0

reported by 75.3 per cent of the teachers. A total of 75.9 per cent reported that daily conferences were held between the student teacher and the supervising teacher. A student teaching guide or manual was provided for 72.7 per cent of the sampled population. The respondents reported that 61.3 per cent observed the teaching of other student teachers. The needs and educational background of 64.0 per cent of the respondents were taken into consideration when they were assigned to their student teaching center.

The colleges are nearly equally divided on requiring or not requiring five of the experiences. Only 58.3 per cent reported that a health examination was required prior to student teaching. Only one student teacher was assigned to each supervising teacher in 57.0 per cent of the cases. Respondents reported that 52.5 per cent were required to take a voice and speech test prior to student teaching. A total of 51.9 per cent of the respondents was required to have the approval of a committee before student teaching. Some 40.7 per cent teachers reported that college personnel, other than student teaching staff, made visitations to student teaching centers.

Three items had very few respondents encountering the stipulated experience. Only 20.5 per cent of the respondents were assigned to their hometown to do student teaching. Respondents stated that 16.6 per cent were required to have a designated amount of professional laboratory experience prior to student teaching. A total of 8.0 per cent of the respondents was required to live in the community in which they did their student teaching.

C. Analysis of Rank Order

On the check-list which was submitted, the respondents were instructed to check each college administrative policy relating to student teaching as very valuable, of some value, of little or no value. The answers were based on opinion and all experiences were evaluated by the respondents. In addition to the evaluation of each item the respondent was given an opportunity to indicate his recommendation to include the experience as part of the student teaching program. Table 3 expresses the totals in terms of number of responses as well as the percentage of total respondents.

In order to arrange the responses in rank order, a weighted mean was computed by multiplying the number of checks in the very valuable column by two, those in the some value column by one, and those in the little or no value column by zero. The results were added together for each item and divided by the total number of checks for that particular item. The rank order was then determined on the basis of these average ratings.

Furthermore a rank order was determined for the column in which the respondent recommended the item to be included as part of the student teaching program. The rank order for the items recommended was determined on the percentage of response. The two rank orders were checked statistically to determine whether the respondents were consistent in their evaluation of the various experiences as compared to their recommendation to include the experience as part of the student teaching program. A coefficient of correlation was computed by the use of the rank-difference method.

TABLE 3

FIRST-YEAR AND SECOND-YEAR TEACHERS' OPINIONS OF COLLEGE ADMINISTRATIVE POLICIES RELATING TO STUDENT TEACHING

Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Were you required to have a designated number of professional laboratory experiences (participation in activities such as scout, church, community, etc.) before your student teaching?	165	21.2	382	49.2	138	17.8	206	26.5
2. Were you given a voice and speech test prior to student teaching?	389	50.1	299	38.5	30	3.9	530	68.2
3. Were you required to take prerequisite courses before being assigned to student teaching?	528	68.0	179	23.0	20	2.6	598	77.0
4. Was a health examination required prior to student teaching?	318	40.9	326	42.0	73	9.4	460	59.2

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 3--Continued

Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
5. Did you need approval of any committee such as the advanced standing committee before doing student teaching?...........	279	35.9	297	38.2	106	13.6	401	51.6
6. Were you required to attain a specific quality point average in major and minor fields before being assigned to do student teaching?.......................	494	63.6	207	26.6	22	2.8	566	72.8
7. Were you required to live in the community in which you did your student teaching?...............................	76	9.8	240	30.9	367	47.2	129	16.6
8. Were you assigned to your home town for your student teaching?..................	91	11.7	135	17.4	459	59.1	84	10.8
9. Were your needs and educational background taken into consideration when you were assigned to your student teaching center?........................	483	62.2	179	23.0	50	6.4	547	70.4

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 3—Continued

Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
10. Were you given the opportunity to teach a full day's program for more than one day?................................	677	87.1	54	7.0	7	.9	644	82.9
11. Did you have periodic conferences with the college supervisor of student teaching?..............................	516	66.4	177	22.8	46	5.9	608	78.3
12. Did college personnel, other than student teaching staff, make visitations to student teaching centers?............	255	32.8	289	37.2	134	17.3	373	48.0
13. Was a student teaching guide or manual provided by the college?.................	406	52.3	257	33.1	58	7.5	554	71.3
14. Did you have the opportunity to observe the teaching of other student teachers?..	375	48.3	267	34.4	66	8.5	509	65.5
15. Were daily conferences held between student teachers and supervising teacher?	581	74.8	138	17.8	14	1.8	610	78.5

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 3—Continued

Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
16. Was only one student teacher assigned to each supervising teacher?................	460	59.2	197	25.4	58	7.5	494	63.6
17. Did your supervising teacher evaluate you periodically on rating sheets furnished by the college?................	532	68.5	173	22.3	25	3.2	613	78.9

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

The rank order for the *college administrative policies relating to student teaching* was determined on the basis of all 777 respondents grouped into a single composite. The rank order listing appears in Table 4. By applying the Spearman formula[1] the rank order for the column recommending whether or not this experience should be a part of the student teaching program when compared to the weighted mean of the three columns showed a coefficient of correlation of .96. The coefficient of correlation for a total of 17 experiences ($N = 17$) to be significant at the 5 per cent level of confidence is .482 and .606 for the 1 per cent level of confidence. It is apparent that a high degree of consistency exists between the evaluation of the experiences and the recommendations to include the experiences as part of the student teaching program. By applying the formula for standard error of *rho*[2] the standard error was found to be .02058.

D. Summary

It is interesting to note that of the 17 college administrative policy experiences relating to student teaching, seven items were given exceptionally high desirability value. These items were checked by 70 per cent or more of the 777 respondents recommending the experience as part of the student teaching program. The experiences receiving

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[1] *Ibid.*

$$\rho \quad 1 - \frac{6 \Sigma D^2}{N(N^2 - 1)}$$

[2] H. E. Garrett, *Statistics in Psychology and Education* (New York: Longmans, Green and Company, 1950), p. 346.

$$\sigma_\rho = \frac{1.05(1 - \rho^2)}{\sqrt{N - 1}}$$

TABLE 4

RELATIVE IMPORTANCE PLACED ON COLLEGE ADMINISTRATIVE POLICIES RELATING TO STUDENT TEACHING BY FIRST-YEAR AND SECOND-YEAR TEACHERS

Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
1. Were you required to have a designated number of professional laboratory experiences (participation in activities such as scout, church, community, etc.) before your student teaching?	15.0	15.0
2. Were you given a voice and speech test prior to student teaching?	9.0	9.0
3. Were you required to take prerequisite courses before being assigned to student teaching?	3.5	5.0
4. Was a health examination required prior to student teaching?	11.5	12.0
5. Did you need approval of any committee such as the advanced standing committee before doing student teaching?	13.0	13.0
6. Were you required to attain a specific quality point average in major and minor fields before being assigned to do student teaching?	5.0	6.0

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[a] The importance of each item was evaluated on a three-point scale.

TABLE 4—Continued

Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
7. Were you required to live in the community in which you did your student teaching?	16.0	16.0
8. Were you assigned to your home town for your student teaching?	17.0	17.0
9. Were your needs and educational background taken into consideration when you were assigned to your student teaching center?	7.0	8.0
10. Were you given the opportunity to teach a full day's program for more than one day?	1.0	1.0
11. Did you have periodic conferences with the college supervisor of student teaching?	6.0	4.0
12. Did college personnel, other than student teaching staff, make visitations to student teaching centers?	14.0	14.0
13. Was a student teaching guide or manual provided by the college?	10.0	7.0

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[a] The importance of each item was evaluated on a three-point scale.

TABLE 4—Continued

Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
14. Did you have the opportunity to observe the teaching of other student teachers?	11.5	10.0
15. Were daily conferences held between student teachers and supervising teachers?	2.0	3.0
16. Was only one student teacher assigned to each supervising teacher?	8.0	11.0
17. Did your supervising teacher evaluate you periodically on rating sheets furnished by the college?	3.5	2.0

[a] The importance of each item was evaluated on a three-point scale.

such a high recommendation were the following: (The figure in parentheses indicates the number of the item on the original questionnaire.)

1. The opportunity to teach a full day's program for more than one day. (10)
2. A continuation of periodic evaluations on rating sheets furnished by the college. (17)
3. The need for a daily conference with the supervising teacher. (15)
4. The need for periodic conferences with college student teaching supervisors. (11)
5. A continuance of prerequisite courses before doing student teaching. (3)
6. The continuance of attaining a specific quality point average in area or areas of specialization. (6)
7. The need for a student teaching guide or manual to be provided by the college. (13)

Four items were recommended by less than 50 per cent of the 777 respondents. The four items are as follows:

1. Visitations to student teaching centers by college personnel other than student teaching staff. (12)
2. Requiring a designated number of professional laboratory experiences before doing student teaching. (1)
3. Being required to live in the community in which one does his student teaching. (7)
4. Being assigned to one's home town to do student teaching. (8)

V. RELATIVE IMPORTANCE PLACED ON SELECTED TEACHING EXPERIENCES BY FIRST-YEAR AND SECOND-YEAR TEACHERS

A. Introduction

A total of 96 teaching experiences were submitted for appraisal to a group of first-year and second-year teachers who had graduated from state teachers colleges of Pennsylvania. The respondents were asked to evaluate the teaching experiences as being very valuable, of some value, or of little or no value. The respondents were not to limit their opinions only to the experiences they had but to evaluate all of the experiences appearing on the questionnaire. In addition the respondents were to check the appropriate column if they recommended whether or not this experience should be a part of the student teaching program. One indicator that disclosed the importance of the teaching experiences was the percentage of response registered on each experience. The results of such tabulations are shown in Table 5.

Another indication of the importance of the teaching experience was the rank order of the preference given to each experience. The rank orders were determined by calculating the weighted means for each teaching experience and then arranging these in the ranking of one to 96. A rank order comparison was made between the first-year and second-year teachers' opinions of the potential value of the teaching experience and the first-year and second-year teachers' recommendation

TABLE 5

FIRST-YEAR AND SECOND-YEAR TEACHERS' OPINIONS OF STUDENT TEACHING EXPERIENCES

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Organizing daily lesson plans...........	575	74.0	150	18.3	12	1.5	651	83.8
2. Using available teaching aids effectively..........................	638	82.1	108	12.9	2	.3	645	83.0
3. Organizing subject matter..............	669	8[illegible]1	65	21.2	4	.5	629	81.0
4. Working with long range plans..........	371	47.8	295	38.0	48	6.2	402	51.7
5. Observing forceful and dynamic teaching.	491	63.4	193	24.8	26	3.4	592	76.2
6. Selecting content material of a subject.	506	65.1	210	27.0	6	.8	517	66.5
7. Taking care of the physical condition of the room.........................	382	49.2	274	35.3	56	7.2	488	62.8
8. Using the blackboard and bulletin board effectively.........................	584	75.2	151	19.4	9	1.1	636	81.9

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
9. Providing material to enrich the lesson being taught...........................	596	76.7	148	19.1	7	.9	606	78.0
10. Motivating students.....................	653	84.0	81	10.4	7	.9	626	80.6
11. Assuming the responsibility for the teaching program.........................	617	79.4	97	12.5	12	1.5	515	66.3
12. Organizing and conducting field trips....	294	37.8	352	45.3	50	6.4	406	52.3
13. Developing the technique of questioning..	575	74.0	148	19.1	12	1.5	598	77.0
14. Constructing, giving, and interpreting tests.................................	588	75.7	136	17.5	9	1.2	624	80.3
15. Typing, filing, cutting stencils, and doing clerical work.....................	254	32.7	289	37.2	142	18.3	390	50.3
16. Making general outlines of work for a semester or a year.......................	338	43.5	274	35.3	83	10.7	410	52.8

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Valu

TABLE 5--Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
17. Evaluating students....................	586	75.4	147	18.9	17	2.2	595	76.6
18. Keeping a daily diary..................	91	11.7	254	32.7	321	41.3	183	23.6
19. Using sociograms.......................	70	9.0	368	47.4	171	22.0	217	27.9
20. Using personality inventories...........	167	21.5	369	47.5	109	14.0	274	35.3
21. Keeping classroom records..............	467	60.1	219	28.2	25	3.2	554	71.3
22. Developing and maintaining class progress sheets.........................	225	29.0	321	41.3	97	12.5	313	40.3
23. Doing remedial work with pupils.........	431	55.5	235	30.2	32	4.1	483	62.2
24. Caring for classroom equipment and materials..............................	407	52.4	275	35.4	35	4.5	482	62.0
25. Caring for physical well-being of the pupils.................................	399	51.4	255	32.8	54	7.0	420	54.1

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5--Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
26. Developing a list of the best books and magazines in your area of specialization.	363	46.7	277	35.7	64	8.2	450	57.9
27. Teaching groups of different abilities...	651	83.8	80	10.3	6	.8	618	79.5
28. Aiding children to develop skills of self-discipline........................	600	77.2	118	15.2	6	.8	554	71.3
29. Studying abilities of children:								
a. slow learner........................	561	72.2	128	16.5	14	1.8	557	71.7
b. gifted..............................	543	69.9	123	15.8	10	1.3	541	69.6
c. mentally retarded...................	447	57.5	141	18.2	32	4.1	453	58.3
30. Teaching homogeneous and heterogeneous groups................................	506	65.1	175	22.5	20	2.6	532	68.5
31. Learning how to group children...........	407	52.4	224	28.8	54	7.0	440	56.6
32. Caring for individual differences........	571	73.5	139	17.9	13	1.7	544	70.0

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
33. Anticipating pupil difficulties.......	545	70.1	173	22.3	15	1.9	532	68.5
34. Understanding the child's behavior patterns................................	543	69.9	152	19.6	21	2.7	498	64.1
35. Handling discipline problems successfully........................	706	90.8	29	3.7	3	.4	624	80.3
36. Securing pupils' cooperation by pupil-teacher planning......................	417	53.7	220	28.3	63	8.1	460	59.2
37. Teaching mixed socio-economic groups....	360	46.3	293	37.7	48	6.2	444	57.1
38. Developing creative ability in students.	513	66.0	192	24.7	10	1.3	525	67.6
39. Working with various commercial testing materials............................	239	30.8	362	46.6	83	10.7	384	49.4
40. Diagnosing pupil needs..................	498	64.1	218	28.1	16	2.1	478	61.5

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
41. Preparing a progress chart for each pupil	146	18.8	368	47.4	136	17.5	211	27.2
42. Constructing needed visual material	444	57.1	245	31.5	28	3.6	505	65.0
43. Selecting and solving teaching problems	424	54.6	228	29.3	40	5.2	461	59.3
44. Controlling classroom by means of								
a. taking away privileges	260	33.5	329	42.3	85	10.9	353	45.4
b. student interest technique	533	68.6	151	19.4	22	2.8	519	66.8
c. corporal punishment	154	19.8	271	34.9	172	22.1	231	29.7
45. Organizing a teaching unit	529	68.1	160	20.6	40	5.2	558	71.8
46. Completing a child study	198	25.5	319	41.1	123	15.8	278	35.8
47. Helping each child to grow mentally, physically, socially, and emotionally	578	74.4	116	14.9	21	2.7	498	64.1
48. Helping children with speech defects	304	39.1	267	34.4	68	8.8	284	36.6

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
49. Evaluating various types of report cards.	199	25.6	326	42.0	140	18.0	282	36.3
50. Preparing and teaching information on guidance..............................	198	25.5	326	42.0	104	13.4	231	29.7
51. Working with cumulative records of pupils..............................	367	47.2	292	37.6	54	6.6	446	57.4
52. Working with anecdotal records of pupils..............................	232	29.9	332	42.7	78	10.0	323	41.6
53. Assuming homeroom responsibilities.......	411	52.9	242	31.2	52	6.7	518	66.7
54. Presenting assembly programs............	185	23.8	347	44.7	129	16.6	261	33.6
55. Taking charge of the school playground...	179	23.0	288	37.1	158	20.3	267	34.4
56. Supervising study halls..................	171	22.0	297	38.2	186	23.9	337	43.4
57. Sponsoring co-curricular activities......	247	31.8	354	45.6	59	7.6	305	39.3

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
58. Counseling individual pupils.............	441	56.8	225	29.0	27	3.5	410	52.8
59. Visiting homes of pupils.................	207	25.9	311	40.0	119	15.3	183	23.6
60. Observing juvenile court.................	128	16.5	273	35.1	150	19.3	165	21.2
61. Participating in other activities such as plays, sports, etc.....................	268	34.5	324	41.7	86	11.1	304	39.1
62. Assuming responsibility during a fire drill or air raid........................	404	52.0	271	34.9	60	7.7	440	56.6
63. Proctoring detention room................	91	11.7	246	31.7	248	31.9	146	18.8
64. Teaching the use of a library............	340	43.8	240	30.9	61	7.9	332	42.7
65. Substituting in an emergency............	321	41.3	268	34.5	72	9.3	360	46.3
66. Observing community resources............	368	47.4	298	38.4	33	4.3	416	53.5

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
67. Using community resources in your teaching..........................	432	55.6	230	29.6	28	3.6	444	57.1
68. Making an inventory of supplies and equipment..........................	356	45.8	266	34.2	91	11.7	357	46.0
69. Requisitioning supplies and equipment....	414	53.3	253	32.6	63	8.1	414	53.3
70. Evaluating text and reference books......	470	60.5	216	27.8	26	3.4	482	62.0
71. Ordering text books and reference material..........................	409	52.6	256	33.0	45	5.8	324	41.7
72. Ordering films and commercial visual material..........................	369	47.5	294	37.8	41	5.3	367	47.2
73. Keeping state attendance reports.........	426	54.8	184	23.7	116	14.9	530	68.2
74. Attending faculty meetings...............	344	44.3	311	40.0	80	10.3	435	56.0

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
75. Examining the curriculum organization of the school in which you taught...........	379	48.8	284	36.6	33	4.3	388	49.9
76. Participating in adult community activities..............................	227	29.2	345	44.4	104	13.4	205	26.4
77. Conferring with public school administrators...........................	318	40.9	340	43.8	58	7.5	309	39.8
78. Helping with various departmental and school reports..........................	189	24.3	363	46.7	115	14.8	227	29.2
79. Participating in a sound, workable, growing and democratic philosophy of education..............................	473	60.9	185	23.8	32	4.1	430	55.3
80. Developing professional interests, attitudes, and ideals....................	570	73.4	144	18.5	15	1.9	535	68.9

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5--Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
81. Discovering the educational value of the various fields of specialization..........	404	52.0	247	31.8	23	3.0	399	51.4
82. Knowing and understanding the philosophy of the school in which you taught.........	520	66.9	172	22.1	22	2.8	463	59.6
83. Attending professional meetings...........	343	44.1	323	41.6	65	8.4	419	53.9
84. Joining professional organizations........	327	42.1	315	40.5	80	10.3	283	36.4
85. Doing limited educational research........	280	36.0	321	41.3	49	6.3	289	37.2
86. Organizing a professional file of teaching material of both pictures and subject matter.........................	554	71.3	138	17.8	19	2.5	534	68.7
87. Using a tape recorder for self-evaluation............................	281	36.2	283	36.4	71	9.1	354	45.6
88. Observing the teaching done by others....	549	70.7	166	21.4	15	1.9	589	75.8

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[a]VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 5—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
	VV[a]		SV[a]		NV[a]			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
89. Observing teachers in other school systems..................................	507	65.3	171	22.0	19	2.5	555	71.4
90. Making use of course outlines and syllabi..................................	382	49.2	291	37.5	39	5.0	483	62.2
91. Attending Parent Teacher Association meetings..................................	243	31.3	299	38.5	174	22.4	327	42.1
92. Teaching in several grades or in more than one field of specialization.........	506	65.1	162	20.9	28	3.6	509	65.5

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

whether or not this teaching experience should be a part of the student teaching program. A rank order comparison is presented in Table 6.

B. Analysis by Rank Order

In order to arrange the responses in rank order, a weighted mean was computed by multiplying the number of checks in the _very valuable_ column by two, those in the _some value_ column by one, and those in the _little or no value_ column by zero. The results were added together for each teaching experience and divided by the number of checks for that particular teaching experience. The rank order was determined on the basis of these average ratings. Table 6 shows the rank order of each teaching experience obtained by this method.

Furthermore, a rank order was determined for the column in which the respondent recommended whether or not this teaching experience should be a part of the student teaching program. The rank order for the teaching experiences recommended was determined on the basis of percentage of response to each item. The correlation between the two sets of ranks was then computed to determine if the respondents were consistent in recommending the teaching experience to be included in the student teaching program if they also rated the teaching experience as being high in value to them.

A coefficient of correlation was computed by the use of the rank-difference method. By applying the Spearman formula[1] a _rho_ of .92

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[1] Clifford P. Froehlich and Kenneth B. Hoyt, _Guidance Testing_ (Chicago: Science Research Associates, Inc., 1959), p. 62.

$$\rho = 1 - \frac{6 \Sigma D^2}{N(N^2 - 1)}$$

TABLE 6

RELATIVE IMPORTANCE PLACED ON STUDENT TEACHING EXPERIENCES BY FIRST-YEAR AND SECOND-YEAR TEACHERS

Teaching Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
1. Organizing daily lesson plans	16.5	1.0
2. Using available teaching aids effectively	5.0	2.0
3. Organizing subject matter	2.0	4.0
4. Working with long range plans	56.5	60.0
5. Observing forceful and dynamic teaching	33.0	12.0
6. Selecting content material of a subject	28.0	29.0
7. Taking care of the physical condition of the room	55.0	35.0
8. Using the blackboard and bulletin board effectively	13.5	3.0
9. Providing material to enrich the lesson being taught	11.0	9.0
10. Motivating students	4.0	5.0
11. Assuming the responsibility for the teaching program	6.0	30.0
12. Organizing and conducting field trips	70.0	59.0
13. Developing the technique of questioning	16.5	10.0
14. Constructing, giving, and interpreting tests	8.5	6.5
15. Typing, filing, cutting stencils, and doing clerical work	80.0	62.0
16. Making general outlines of work for a semester or a year	65.0	57.5
17. Evaluating students	16.5	11.0
18. Keeping a daily diary	96.0	93.5

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[a] The importance of each item was evaluated on a three-point scale.

TABLE 6—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
19. Using sociograms	94.0	90.0
20. Using personality inventories	86.5	84.0
21. Keeping classroom records	35.5	17.5
22. Developing and maintaining class progress sheets	78.0	75.0
23. Doing remedial work with pupils	40.5	36.5
24. Caring for classroom equipment and materials	45.0	38.5
25. Caring for physical well-being of the pupils	49.0	53.0
26. Developing a list of the best books and magazines in your area of specialization	61.0	45.0
27. Teaching groups of different abilities	3.0	8.0
28. Aiding children to develop skills of self-discipline	7.0	17.5
29. Studying abilities of children		
a. slow learner	11.0	15.0
b. gifted	8.5	20.0
c. mentally retarded	30.5	44.0
30. Teaching homogeneous and heterogeneous groups	28.0	23.5
31. Learning how to group children	45.0	49.5
32. Caring for individual differences	13.5	19.0
33. Anticipating pupil difficulties	22.5	23.5
34. Understanding the child's behavior patterns	20.5	33.5
35. Handling discipline problems successfully	1.0	6.5
36. Securing pupils' cooperation by pupil-teacher planning	45.0	43.0

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[a] The importance of each item was evaluated on a three-point scale.

TABLE 6--Continued

Teaching Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
37. Teaching mixed socio-economic groups.......	56.5	47.5
38. Developing creative ability in students....	25.0	26.0
39. Working with various commercial testing materials..............................	76.0	64.0
40. Diagnosing pupil needs.......................	32.0	40.0
41. Preparing a progress chart for each pupil..	90.0	91.0
42. Constructing needed visual material........	39.0	32.0
43. Selecting and solving teaching problems....	42.0	42.0
44. Controlling classroom by means of		
a. taking away privileges..................	74.0	69.0
b. student interest technique............	22.5	27.0
c. corporal punishment....................	92.0	87.5
45. Organizing a teaching unit..................	30.5	14.0
46. Completing a child study....................	83.0	83.0
47. Helping each child to grow mentally, physically, socially, and emotionally......	11.0	33.5
48. Helping children with speech defects.......	65.0	80.0
49. Evaluating various types of report cards...	86.5	82.0
50. Preparing and teaching information on guidance................................	81.0	87.5
51. Working with cumulative records of pupils..	58.5	46.0
52. Working with anecdotal records of pupils...	75.0	74.0
53. Assuming homeroom responsibilities.........	45.0	28.0
54. Presenting assembly programs................	88.0	86.0
55. Taking charge of the school playground.....	89.0	85.0
56. Supervising study halls.....................	91.0	70.0

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[a] The importance of each item was evaluated on a three-point scale.

TABLE 6—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
57. Sponsoring co-curricular activities.........	72.0	77.0
58. Counseling individual pupils................	37.0	57.5
59. Visiting homes of pupils....................	82.0	93.5
60. Observing juvenile court....................	93.0	95.0
61. Participating in other activities such as plays, sports, etc..........................	73.0	78.0
62. Assuming responsibility during a fire drill or air raid..............................	53.5	49.5
63. Proctoring detention room..................	95.0	96.0
64. Teaching the use of a library..............	58.5	71.0
65. Substituting in an emergency...............	62.5	66.0
66. Observing community resources..............	51.0	55.0
67. Using community resources in your teaching..	38.0	47.5
68. Making an inventory of supplies and equipment................................	65.0	67.0
69. Requisitioning supplies and equipment.......	51.0	56.0
70. Evaluating text and reference books.........	35.5	38.5
71. Ordering text books and reference material..	45.0	73.0
72. Ordering films and commercial visual material..................................	53.5	65.0
73. Keeping state attendance reports............	60.0	25.0
74. Attending faculty meetings..................	68.0	51.0
75. Examining the curriculum organization of the school in which you taught..............	48.0	63.0
76. Participating in adult community activities.	79.0	92.0

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[a] The importance of each item was evaluated on a three-point scale.

TABLE 6—Continued

Teaching Experiences	Opinion of the Potential Value of This Experience	Recommended to Be Part of Student Teaching Program
	Rank Order of Importance[a]	Rank Order of Importance
77. Conferring with public school administrators	68.0	76.0
78. Helping with various departmental and school reports	84.0	89.0
79. Participating in a sound, workable, growing, and democratic philosophy of education	34.0	52.0
80. Developing professional interests, attitudes, and ideals	16.5	21.0
81. Discovering the educational value of the various fields of specialization	40.5	61.0
82. Knowing and understanding the philosophy of the school in which you taught	25.0	41.0
83. Attending professional meetings	62.5	54.0
84. Joining professional organizations	71.0	81.0
85. Doing limited educational research	68.0	79.0
86. Organizing a professional file of teaching material of both pictures and subject matter	19.0	22.0
87. Using a tape recorder for self-evaluation	77.0	68.0
88. Observing the teaching done by others	20.5	13.0
89. Observing teachers in other school systems	25.0	16.0
90. Making use of course outlines and syllabi	51.0	36.5
91. Attending Parent Teacher Association meetings	85.0	72.0
92. Teaching in several grades or in more than one field of specialization	28.0	31.0

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[a] The importance of each item was evaluated on a three-point scale.

was obtained. With a total of 96 teaching experiences a rho of .201 is needed to be significant at the 5 per cent level of confidence and a rho of .262 is needed to be significant at the 1 per cent level of confidence. With a rho of .92 we are significant at the 1 per cent level of confidence. By applying the formula for the standard error of rho[1] the standard error was found to be .0165. The correlation of .92 for the rank order comparisons would seem to indicate a high relationship between the respondents' opinions as to the value of the experience and the respondents' recommendations whether or not this experience should be a part of the student teaching program.

C. Summary

This section of the study had as a primary purpose to designate the relative importance placed on 96 selected teaching experiences by first-year and second-year teachers. A total of 777 respondents comprised the population responding to this phase of the research. A rank order of importance was determined for the teaching experiences. This rank order of importance was based on the percentage of respondents recommending whether or not the teaching experience should be a part of the student teaching program. The 96 selected teaching experiences in their order of importance are as follows: (The figure in parentheses indicates the number of the item on the original questionnaire.)

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[1] H. E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1950), p. 346.

$$\sigma_\rho = \frac{1.05(1 - \rho^2)}{\sqrt{N - 1}}$$

1. Organizing daily lesson plans. (1)
2. Using available teaching aids effectively. (2)
3. Using the blackboard and bulletin board effectively. (8)
4. Organizing subject matter. (3)
5. Motivating students. (10)
6. Constructing, giving, and interpreting tests. (14)
7. Handling discipline problems successfully. (35)
8. Teaching groups of different abilities. (27)
9. Providing material to enrich the lesson being taught. (9)
10. Developing the technique of questioning. (13)
11. Evaluating students. (17)
12. Observing forceful and dynamic teaching. (5)
13. Observing the teaching done by others. (88)
14. Organizing a teaching unit. (45)
15. Studying the abilities of slow learners. (29)
16. Observing teachers in other school systems. (89)
17. Keeping classroom records. (21)
18. Aiding children to develop skills of self-discipline. (28)
19. Caring for individual differences. (32)
20. Studying abilities of gifted children. (29)
21. Developing professional interests, attitudes, and ideals. (80)
22. Organizing a professional file of teaching material of both pictures and subject matter. (86)
23. Teaching homogeneous and heterogeneous groups. (30)
24. Anticipating pupil difficulties. (33)
25. Keeping state attendance reports. (73)

26. Developing creative ability in students. (38)

27. Controlling classroom by means of student interest technique. (44)

28. Assuming homeroom responsibilities. (53)

29. Selecting content material of a subject. (6)

30. Assuming the responsibility for the teaching program. (11)

31. Teaching in several grades or in more than one field of specialization. (92)

32. Constructing needed visual material. (42)

33. Understanding the child's behavior patterns. (34)

34. Helping each child to grow mentally, physically, socially, and emotionally. (47)

35. Taking care of the physical condition of the room. (7)

36. Doing remedial work with pupils. (23)

37. Making use of course outlines and syllabi. (90)

38. Caring for classroom equipment and materials. (24)

39. Evaluating text and reference books. (70)

40. Diagnosing pupil needs. (40)

41. Knowing and understanding the philosophy of the school in which you taught. (82)

42. Selecting and solving teaching problems. (43)

43. Securing pupils' cooperation by pupil-teacher planning. (36)

44. Studying abilities of mentally retarded children. (29)

45. Developing a list of the best books and magazines in your area of specialization. (26)

46. Working with cumulative records of pupils. (51)

47. Teaching mixed socio-economic groups. (37)
48. Using community resources in your teaching. (67)
49. Learning how to group children. (31)
50. Assuming responsibility during a fire drill or air raid. (62)
51. Attending faculty meetings. (74)
52. Participating in a sound, workable, growing, and democratic philosophy of education. (79)
53. Caring for physical well-being of the pupils. (25)
54. Attending professional meetings. (83)
55. Observing community resources. (66)
56. Requisitioning supplies and equipment. (69)
57. Making general outlines of work for a semester or a year. (16)
58. Counseling individual pupils. (58)
59. Organizing and conducting field trips. (12)
60. Working with long range plans. (4)
61. Discovering the educational value of the various fields of specialization. (81)
62. Typing, filing, cutting stencils, and doing clerical work. (15)
63. Examining the curriculum organization of the school in which you taught. (75)
64. Working with various commercial testing materials. (39)
65. Ordering films and commercial visual material. (72)
66. Substituting in an emergency. (65)
.67. Making an inventory of supplies and equipment. (68)

68. Using a tape recorder for self-evaluation. (87)

69. Controlling classroom by means of taking away privileges. (44)

70. Supervising study halls. (56)

71. Teaching the use of a library. (64)

72. Attending Parent Teacher Association meetings. (91)

73. Ordering text books and reference material. (71)

74. Working with anecdotal records of pupils. (52)

75. Developing and maintaining class progress sheets. (22)

76. Conferring with public school administrators. (77)

77. Sponsoring co-curricular activities. (57)

78. Participating in other activities such as plays, sports, etc. (61)

79. Doing limited educational research. (85)

80. Helping children with speech defects. (48)

81. Joining professional organizations. (84)

82. Evaluating various types of report cards. (49)

83. Completing a child study. (46)

84. Using personality inventories. (20)

85. Taking charge of the school playground. (55)

86. Presenting assembly programs. (54)

87. Controlling classroom by means of corporal punishment. (44)

88. Preparing and teaching information on guidance. (50)

89. Helping with various departmental and school reports. (78)

90. Using sociograms. (19)

91. Preparing a progress chart for each pupil. (41)

92. Participating in adult community activities. (76)

93. Visiting homes of pupils. (59)

94. Keeping a daily diary. (18)

95. Observing juvenile court. (60)

96. Proctoring detention room. (63)

VI. COMPARATIVE EVALUATIONS OF SELECTED STUDENT TEACHING EXPERIENCES

A. Introduction

What teaching experiences were encountered in public schools and in student teaching? What is the comparative ranking of the teaching experiences encountered in student teaching with the teaching experiences recommended as a part of the student teaching program? What is the comparison between first-year teachers' evaluations and the second-year teachers' evaluation of selected teaching experiences? What evaluations are placed on the selected teaching experiences by the graduates of the various curriculums? What are the evaluations of the selected teaching experiences by the two colleges selected for special treatment? The purpose of this phase of the study was to have various comparisons made of the evaluations of selected teaching experiences by the individual groups that were a part of the total composite shown in the first part of this study.

A tabulation was made of first-year and second-year teachers to ascertain which of the selected teaching experiences they encountered during their student teaching, and whether they encountered the same teaching experiences in their public school teaching. The number of respondents in both cases was tabulated in numbers and percentages. The results are shown in table form.

A second tabulation was made of first-year and second-year teachers to compare by rank order the teaching experiences encountered in student teaching with the teaching experiences that they now recommend as part of the student teaching program. This rank order listing is presented in table form.

The nature of various individual curriculums may require more emphasis on certain teaching experiences. In order to single out these experiences, a detailed tabulation for each of the selected teaching experiences appears in tabular form. The tabulations of the respondents' replies appear both in numbers and in percentages. Tabulations were made for the individual curriculums of both first-year and second-year teachers. In order to facilitate comparisons, a composite evaluation of the 777 respondents also appears on the same table with the various curriculums.

The last portion of this part of the study shows a composite rank order comparison of the evaluations of the selected teaching experiences by first-year teachers as a total group as well as by individual curriculum groups; namely, elementary, secondary, and special curriculums. The same rank order comparison is shown for the second-year teachers and also for the two participating colleges with all of their graduates for the years 1957 and 1958. For comparative evaluation a composite rank order comparison is shown in the form of tables. In addition the coefficient of correlation comparing various groups appears in tables.

B. Comparison of Selected Teaching Experiences Encountered in Student Teaching with Those Encountered in Public School Teaching

Teaching includes many various experiences. Student teaching attempts to provide those experiences considered as most valuable to a beginning teacher. It is the purpose of this phase of the study to determine whether the first-year and second-year teachers have encountered the selected teaching experiences as student teachers and whether they again encountered these same experiences as public school teachers. In any list of teaching experiences, it is obvious that participation in each experience will receive some mention. The object of this study is to show by percentages the amount of participation that was encountered both in student teaching and in public school teaching.

On a check list which was submitted, the respondents were instructed to check the teaching experiences they had in their student teaching, and to check under a separate column whether they had met the same teaching experiences when employed as a public school teacher. The results of the tabulations are shown in Table 7. The percentages shown in the table are based on a total response of 777 respondents. The percentages of those encountering the various student teaching experiences range from 2.6 per cent to 93.7 per cent. The range of percentages of those encountering the various experiences while teaching in the public schools varies from a low of 6.8 per cent to a high of 93.1 per cent.

Of the 96 teaching experiences listed in the questionnaire seven of the experiences were encountered by more of the respondents during their student teaching than in public school teaching. A total of 93.7 per cent was required to organize daily lesson plans

TABLE 7

TEACHING EXPERIENCES ENCOUNTERED BY FIRST-YEAR AND SECOND-YEAR TEACHERS IN PUBLIC SCHOOL TEACHING AND/OR STUDENT TEACHING

Teaching Experiences	Public School Teaching		Student Teaching	
	Number	Per Cent	Number	Per Cent
1. Organizing daily lesson plans...........	663	85.3	728	93.7
2. Using available teaching aids effectively..........................	706	90.7	659	84.8
3. Organizing subject matter...............	715	92.0	639	82.2
4. Working with long range plans...........	625	80.4	323	41.6
5. Observing forceful and dynamic teaching.	257	33.1	596	76.7
6. Selecting content material of a subject.	676	87.0	423	54.4
7. Taking care of the physical condition of the room...........................	701	90.2	590	75.9
8. Using the blackboard and bulletin board effectively......................	709	91.3	630	81.1
9. Providing material to enrich the lesson................................	722	92.9	586	75.4
10. Motivating students....................	717	92.3	635	81.7
11. Assuming the responsibility for the teaching program......................	690	88.8	402	51.7
12. Organizing and conducting field trips...	425	54.7	214	27.5
13. Developing the technique of questioning.	679	87.4	517	66.5
14. Constructing, giving, and interpreting tests.................................	699	90.0	577	74.3
15. Typing, filing, cutting stencils, and doing clerical work.....................	649	83.5	444	57.1

TABLE 7—Continued

Teaching Experiences	Public School Teaching		Student Teaching	
	Number	Per Cent	Number	Per Cent
16. Making general outlines of work for a semester or a year	556	71.6	258	46.1
17. Evaluating students	702	90.4	552	71.0
18. Keeping a daily diary	178	22.9	427	55.0
19. Using sociograms	214	27.5	197	25.4
20. Using personality inventories	344	44.3	171	22.0
21. Keeping classroom records	677	87.1	516	66.4
22. Developing and maintaining class progress sheets	384	49.4	162	20.9
23. Doing remedial work with pupils	543	69.9	284	36.6
24. Caring for classroom equipment and materials	721	92.8	561	72.2
25. Caring for physical well-being of the pupils	610	78.5	381	49.0
26. Developing a list of the best books and magazines in your area of specialization	433	55.7	381	40.9
27. Teaching groups of different abilities	695	89.5	553	71.2
28. Aiding children to develop skills of self-discipline	680	87.5	414	53.3
29. Studying abilities of children				
a. slow learner	575	74.0	346	44.5
b. gifted	499	64.2	283	36.4
c. mentally retarded	337	43.4	190	24.5
30. Teaching homogeneous and heterogeneous groups	598	77.0	440	56.6

TABLE 7--Continued

Teaching Experiences	Public School Teaching		Student Teaching	
	Number	Per Cent	Number	Per Cent
31. Learning how to group children..........	464	59.7	237	30.5
32. Caring for individual differences.......	693	89.2	427	55.0
33. Anticipating pupil difficulties.........	693	89.2	411	52.9
34. Understanding the child's behavior patterns..............................	640	82.4	374	44.7
35. Handling discipline problems successfully..........................	723	93.1	505	65.0
36. Securing pupils' cooperation by pupil-teacher planning..................	579	74.5	339	43.6
37. Teaching mixed socio-economic groups....	604	77.7	477	61.4
38. Developing creative ability in students..............................	643	82.8	400	51.5
39. Working with various commercial testing materials......................	501	64.5	220	28.3
40. Diagnosing pupil needs..................	640	82.4	329	42.3
41. Preparing a progress chart for each pupil.................................	241	31.0	94	12.1
42. Constructing needed visual material.....	628	80.8	536	69.0
43. Selecting and solving teaching problems..............................	559	71.9	414	53.3
44. Controlling classroom by means of				
a. taking away privileges.............	585	75.3	311	40.0
b. student interest technique.........	634	81.6	415	53.4
c. corporal punishment................	396	51.0	121	15.6
45. Organizing a teaching unit.............	602	77.5	550	70.8
46. Completing a child study................	186	23.9	293	37.7

TABLE 7—*Continued*

Teaching Experiences	Public School Teaching		Student Teaching	
	Number	Per Cent	Number	Per Cent
47. Helping each child to grow mentally, physically, socially, and emotionally..	645	83.0	459	59.1
48. Helping children with speech defects...	312	40.2	118	15.2
49. Evaluating various types of report cards..............................	346	44.5	175	22.5
50. Preparing and teaching information on guidance........................	284	36.6	121	15.6
51. Working with cumulative records of pupils................................	605	77.9	264	34.0
52. Working with anecdotal records of pupils................................	392	50.5	175	22.5
53. Assuming homeroom responsibilities.....	577	74.3	421	54.2
54. Presenting assembly programs...........	362	46.6	114	14.7
55. Taking charge of the school playground.	328	42.2	206	26.5
56. Supervising study halls................	402	51.7	259	33.3
57. Sponsoring co-curricular activities....	414	53.3	124	16.0
58. Counseling individual pupils...........	542	69.8	202	26.0
59. Visiting homes of pupils...............	280	36.0	70	9.0
60. Observing juvenile court...............	53	6.8	20	2.6
61. Participating in other activities such as plays, sports, etc............	504	64.9	219	28.2
62. Assuming responsibility during a fire drill or air raid.................	670	86.2	289	37.2
63. Proctoring detention room..............	214	27.5	49	6.3
64. Teaching the use of a library..........	338	43.5	135	17.4

TABLE 7—Continued

Teaching Experiences	Public School Teaching		Student Teaching	
	Number	Per Cent	Number	Per Cent
65. Substituting in an emergency...........	390	50.2	347	44.7
66. Observing community resources..........	526	67.7	291	37.5
67. Using community resources in your teaching..........	531	68.3	261	33.6
68. Making an inventory of supplies and equipment..........	650	83.7	178	22.9
69. Requisitioning supplies and equipment..	703	90.5	156	20.1
70. Evaluating text and reference books....	603	77.6	267	34.4
71. Ordering text books and reference material..........	623	80.2	77	9.9
72. Ordering films and commercial visual material..........	579	74.5	168	21.6
73. Keeping state attendance reports.......	572	73.6	543	69.9
74. Attending faculty meetings............	718	92.4	416	53.5
75. Examining the curriculum organization of the school in which you taught......	572	73.6	182	23.4
76. Participating in adult community activities..........	502	64.6	148	19.1
77. Conferring with public school administrators..........	608	78.3	219	28.2
78. Helping with various departmental and school reports..........	506	65.1	89	11.5
79. Participating in a sound, workable, growing, and democratic philosophy of education..........	575	74.0	317	40.8
80. Developing professional interests, attitudes, and ideals..........	672	86.5	458	58.9

TABLE 7--Continued

Teaching Experiences	Public School Teaching		Student Teaching	
	Number	Per Cent	Number	Per Cent
81. Discovering the educational value of the various fields of specialization...	525	67.6	249	32.1
82. Knowing and understanding the philosophy of the school in which you taught..........................	634	81.6	315	40.5
83. Attending professional meetings........	702	90.4	365	47.0
84. Joining professional organizations.....	702	90.4	221	28.4
85. Doing limited educational research.....	420	54.1	195	25.1
86. Organizing a professional file of teaching material of both pictures and subject matter.....................	616	79.3	437	56.2
87. Using a tape recorder for self-evaluation.........................	181	23.3	189	24.3
88. Observing the teaching being done by others..............................	444	57.1	670	86.2
89. Observing teachers in other school systems.............................	314	40.4	511	65.8
90. Making use of course outlines and syllabi..............................	554	71.3	398	51.2
91. Attending Parent Teacher Association meetings.............................	587	75.6	250	32.2
92. Teaching in several grades or in more than one field of specialization..	510	65.6	374	48.1

while doing student teaching, whereas only 85.3 per cent of the full time teachers reported that they had organized daily lesson plans. The experience of completing a child study was encountered by 37.7 per cent of the student teachers and by 23.9 per cent of the public school teachers. The keeping of a daily diary was reported by 55 per cent of the student teachers and the experience is continued by 22.9 per cent of the public school teachers. Three experiences dealing with the observation of the teaching done by others were encountered by more student teachers than by public school teachers. It is interesting to note the high percentage of in-service teachers that, despite a full-time job, have opportunities to observe the teaching done by others. Observing forceful and dynamic teaching was encountered by 76.7 per cent of the student teachers and by 33.1 per cent of the public school teachers. Observing the teaching done by others was experienced by 86.2 per cent of the student teachers and by 57.1 per cent of the in-service teachers. Observing teachers in other school systems was encountered by 65.8 per cent of the student teachers and by 40.4 per cent of the public school teachers. The experience of using a tape recorder for self-evaluation was encountered by 24.3 per cent of the student teachers and by 23.3 per cent of the public school teachers. In each of the remaining teaching experiences, the public school teachers reported that a greater percentage of them had encountered the experience while teaching than had the student teachers encountered in their experiences. In some cases 70 per cent more public school teachers had encountered the experience than was the case with student teachers. By comparing the experiences encountered in student teaching and public school teaching it is possible to see more clearly the cross-section role of the teacher in action. The investigation shows that the following teaching experiences were met by 40 to 70 per cent more teachers in the public schools than were met by student teachers. (The first figure in parentheses indicates the number of the item on the original questionnaire. The second figure indicates the percentage of teachers exceeding student teachers in encountering the experience.

1. Requisitioning supplies and equipment. (69-70.4)
2. Joining professional organizations. (84-62.0)
3. Making an inventory of supplies and equipment. (68-60.8)
4. Helping with various departmental and school reports. (78-53.6)
5. Ordering films and commercial visual material. (72-52.9)
6. Examining the curriculum organization of the school in which you taught. (75-50.2)
7. Conferring with public school administrators. (77-50.1)
8. Assuming responsibility during a fire drill or air raid. (62-49.0)
9. Participating in adult community activities. (76-45.5)
10. Working with cumulative records of pupils. (51-43.9)
11. Counseling individual pupils. (58-43.8)
12. Attending Parent Teacher Association meetings. (91-43.4)
13. Attending professional meetings. (83-43.4)
14. Evaluating text and reference books. (70-43.2)
15. Knowing and understanding the philosophy of the school in which you taught. (82-41.1)
16. Diagnosing pupil needs. (40-40.1)

C. Comparison of Teaching Experiences Encountered in Student Teaching with Those Experiences Recommended as Part of the Student Teaching Program

One of the purposes of this study was to identify those teaching experiences that were regarded by first-year and second-year teachers as being important and needing emphasis in the student teaching program. The respondents' evaluations indicated a need for less emphasis on certain teaching experiences. A rank order listing of the teaching experiences recommended by first-year and second-year teachers as part of the student teaching program was compared with a rank order listing of the teaching experiences that were encountered by the same respondents when they did their student teaching.

On the check list, the respondents were instructed to check the teaching experiences they had while doing their student teaching, and to check under a separate column whether they would recommend including the same teaching experiences as part of the student teaching program. The results of these tabulations are shown by rank order in Table 8. The rank order listing is based on the percentage of the total of 777 responses.

A comparison of the number of respondents that recommend the teaching experience as a part of the student teaching program with the number of respondents encountering the same experience while student teaching seemed to indicate that some of the experiences were not provided sufficiently during student teaching. The rank differences of the following teaching experiences seemed to indicate a need for additional emphasis on these experiences in the student teaching program. The top 15 items are listed according to the teaching experiences showing the greatest rank differences. (The figures in

TABLE 8

COMPARATIVE RANKING OF TEACHING EXPERIENCES ENCOUNTERED IN STUDENT TEACHING WITH TEACHING EXPERIENCES RECOMMENDED TO BE A PART OF THE STUDENT TEACHING PROGRAM

Teaching Experiences	Encountered Experience While Student Teaching	Recommended to Be Part of Student Teaching Program
1. Organizing daily lesson plans	1[a]	1[a]
2. Using available teaching aids effectively	3	2
3. Organizing subject matter	4	4
4. Working with long range plans	47	60
5. Observing forceful and dynamic teaching	7	12
6. Selecting content material of a subject	29	29
7. Taking care of the physical condition of the room	8	35
8. Using the blackboard and bulletin board effectively	6	3
9. Providing material to enrich the lesson being taught	9	9
10. Motivating students	5	5
11. Assuming the responsibility for the teaching program	36	30
12. Organizing and conducting field trips	69	59
13. Developing the technique of questioning	17	10
14. Constructing, giving, and interpreting tests	10	6.5
15. Typing, filing, cutting stencils, and doing clerical work	24	62

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[a] Rank order

TABLE 8—Continued

Teaching Experiences	Encountered Experience While Student Teaching	Recommended to Be Part of Student Teaching Program
16. Making general outlines of work for a semester or a year	61	57.5
17. Evaluating students	13	11
18. Keeping a daily diary	27.5	93.5
19. Using sociograms	72	90
20. Using personality inventories	80	84
21. Keeping classroom records	18	17.5
22. Developing and maintaining class progress sheets	83	75
23. Doing remedial work with pupils	55	36.5
24. Caring for classroom equipment and materials	11	38.5
25. Caring for physical well-being of the pupils	39	53
26. Developing a list of the best books and magazines in your area of specialization	48	45
27. Teaching groups of different abilities	12	8
28. Aiding children to develop skills of self-discipline	33.5	17.5
29. Studying abilities of children		
a. slow learner	44	15
b. gifted	56	20
c. mentally retarded	74	44
30. Teaching homogeneous and heterogeneous groups	25	23.5
31. Learning how to group children	64	49.5

TABLE 8--Continued

Teaching Experiences	Encountered Experience While Student Teaching	Recommended to Be Part of Student Teaching Program
32. Caring for individual differences.......	27.5	19
33. Anticipating pupil difficulties.........	35	23.5
34. Understanding the child's behavior patterns................................	40.5	33.5
35. Handling discipline problems successfully...........................	20	6.5
36. Securing pupils' cooperation by pupil-teacher planning..................	45	43
37. Teaching mixed socio-economic groups....	21	47.5
38. Developing creative ability in students.	37	26
39. Working with various commercial testing materials......................	66	64
40. Diagnosing pupil needs.................	46	40
41. Preparing a progress chart for each pupil................................	91	91
42. Constructing needed visual material.....	16	32
43. Selecting and solving teaching problems.	33.5	42
44. Controlling classroom by means of		
a. taking away privileges.............	51	69
b. student interest technique.........	32	27
c. corporal punishment................	87.5	87.5
45. Organizing a teaching unit.............	14	14
46. Completing a child study...............	52	83
47. Helping each child to grow mentally, physically, socially, and emotionally...	22	33.5
48. Helping children with speech defects....	89	80

TABLE 8—Continued

Teaching Experiences	Encountered Experience While Student Teaching	Recommended to Be Part of Student Teaching Program
49. Evaluating various types of report cards	78.5	82
50. Preparing and teaching information on guidance	87.5	87.5
51. Working with cumulative records of pupils	58	46
52. Working with anecdotal records of pupils	78.5	74
53. Assuming homeroom responsibilities	30	28
54. Presenting assembly programs	90	86
55. Taking charge of the school playground	70	85
56. Supervising study halls	60	70
57. Sponsoring co-curricular activities	86	77
58. Counseling individual pupils	71	57.5
59. Visiting homes of pupils	94	93.5
60. Observing juvenile court	96	95
61. Participating in other activities such as plays, sports, etc	67.5	78
62. Assuming responsibility during a fire drill or air raid	54	49.5
63. Proctoring detention room	95	96
64. Teaching the use of a library	85	71
65. Substituting in an emergency	43	66
66. Observing community resources	53	55
67. Using community resources in your teaching	59	47.5

TABLE 8—Continued

Teaching Experiences	Encountered Experience While Student Teaching	Recommended to Be Part of Student Teaching Program
68. Making an inventory of supplies and equipment..............................	77	67
69. Requisitioning supplies and equipment..............................	82	56
70. Evaluating text and reference books.....	57	38.5
71. Ordering text books and reference material..............................	93	73
72. Ordering films and commercial visual material..............................	81	65
73. Keeping state attendance reports........	15	25
74. Attending faculty meetings..............	31	51
75. Examining the curriculum organization of the school in which you taught.......	76	63
76. Participating in adult community activities..............................	84	92
77. Conferring with public school administrators..........................	67.5	76
78. Helping with various departmental and school reports..........................	92	89
79. Participating in a sound, workable, growing, and democratic philosophy of education..............................	49	52
80. Developing professional interests, attitudes, and ideals...................	23	21
81. Discovering the educational value of the various fields of specialization....	63	61
82. Knowing and understanding the philosophy of the school in which you taught..............................	50	41

TABLE 8—Continued

Teaching Experiences	Encountered Experience While Student Teaching	Recommended to Be Part of Student Teaching Program
83. Attending professional meetings.........	42	54
84. Joining professional organizations......	65	81
85. Doing limited educational research......	73	79
86. Organizing a professional file of teaching material of both pictures and subject matter......................	26	22
87. Using a tape recorder for self-evaluation............................	75	68
88. Observing the teaching done by others...	2	13
89. Observing teachers in other school systems..............................	19	16
90. Making use of course outlines and syllabi.............................	38	36.5
91. Attending Parent Teacher Association meetings............................	62	72
92. Teaching in several grades or in more than one field of specialization........	40.5	31

parentheses indicates the number of the item on the original questionnaire.)

1. Studying the abilities of gifted children. (29b)
2. Studying the abilities of mentally retarded children. (29c)
3. Studying the abilities of slow learning children. (29a)
4. Requisitioning supplies and equipment. (69)
5. Ordering textbooks and reference material. (71)
6. Evaluating text and reference books. (70)
7. Doing remedial work with pupils. (23)
8. Ordering films and commercial visual material. (72)
9. Aiding children to develop skills of self-discipline. (28)
10. Learning how to group children. (31)
11. Counseling individual pupils. (58)
12. Examining the curriculum organization of the school in which you taught. (75)
13. Handling discipline problems successfully. (35)
14. Working with cumulative records of pupils. (51)
15. Using community resources in your teaching. (67)

It can be noted that respondents indicated that some teaching experiences were over-emphasized during their student teaching. An analysis of the table indicates that more respondents encountered the teaching experiences during student teaching than now recommend that the same experience be a part of the student teaching program. The rank differences between the following experiences seemed to indicate a need for less emphasis in the student teaching program.

1. Keeping a daily diary. (18)

2. Typing, filing, cutting stencils, and doing clerical work. (15)
3. Completing a child study. (46)
4. Taking care of the physical condition of the room. (7)
5. Teaching mixed socio-economic groups. (37)
6. Substituting in an emergency. (65)
7. Caring for classroom equipment and materials. (24)
8. Attending faculty meetings. (74)
9. Controlling classroom by means of taking away privileges. (44)
10. Using sociograms. (19)
11. Constructing needed visual material. (42)
12. Joining professional organizations. (84)
13. Taking charge of the school playground. (55)
14. Caring for physical well-being of the pupils. (25)
15. Working with long range plans. (4)

D. Composite Comparison of Evaluations of Selected Teaching Experiences

One of the purposes of this study was to compare first-year teachers' evaluations with second-year teachers' evaluations. A comparison for each of the selected teaching experiences was made for both first-year teachers and second-year teachers. The comparison indicated whether the respondents had encountered the teaching experience during student teaching and whether they encountered the same experience as a public school teacher. A comparison was made of the value placed on each teaching experience by first-year teachers and also by second-year teachers. In addition the recommendations by first-year teachers to include the teaching experience as part of the student teaching program were compared with the recommendations of the second-year teachers.

The curriculums for this study were divided into three classifications: elementary, secondary, and special curriculums. The special curriculums included art education, atypical education, business education, health education, home economics, industrial arts, library science, and music. Since it is possible that some of the selected teaching experiences may be more applicable to one or more of the three curriculum classifications than to others used in this study, a comparison was made for each of the curriculums. In addition each of the curriculums was divided according to recommendations made by first-year and second-year teachers.

The results of the various tabulations are shown in Tables 9 to 104 inclusively. These tables indicate the number of respondents for each of the individual groups. The results of the responses are indicated in both number of responses as well as in percentages of the total number of responses for the various groups. In order to facilitate comparisons the results for the total population of 777 respondents also appear in the tables. The tables permit a comparison of responses by first-year teachers or second-year teachers either collectively or by curriculums.

These tables show that the percentages of respondents from the three curriculum classifications are nearly equal insofar as recommendations to include many of the same teaching experiences as a part of the student teaching program are concerned. However, for some of the teaching experiences a larger percentage of teachers in one curriculum

TABLE 9

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ORGANIZING DAILY LESSON PLANS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	142	94.6	135	90.0	121	80.6	15	10.0	1	0.7	125	83.4
Secondary...........	129	123	95.4	115	89.2	99	76.7	26	20.2	2	1.6	118	91.5
Special Curriculums.	131	117	88.2	100	76.4	89	67.9	30	22.7	1	0.8	102	77.8
Second-Year Teachers													
Elementary..........	126	119	94.5	109	86.5	99	78.6	18	14.3	3	2.4	111	88.1
Secondary...........	135	127	94.2	115	85.3	90	66.7	38	28.2	4	3.0	109	80.8
Special Curriculums.	106	100	94.4	89	83.9	77	72.7	23	21.7	1	0.9	86	81.1
First and Second-Year Teachers Combined													
Elementary..........	276	261	94.6	244	88.4	220	79.7	33	12.0	4	1.4	236	85.5
Secondary...........	264	250	94.7	230	87.1	189	71.6	64	24.2	6	2.3	227	86.0
Special Curriculums.	237	217	91.6	189	79.8	166	70.0	53	22.4	2	0.8	188	79.3
Combined Total........	777	728	93.7	663	85.3	575	74.0	150	19.3	12	1.5	651	83.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 10

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN USING AVAILABLE TEACHING AIDS EFFECTIVELY

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	135	90.0	141	94.0	140	93.4	7	4.7	0	0.0	125	83.4
Secondary...........	129	105	81.5	116	90.0	98	76.0	27	21.0	1	0.8	111	86.0
Special Curriculums.	131	110	83.9	109	83.2	94	71.6	27	20.6	0	0.0	100	76.4
Second-Year Teachers													
Elementary..........	126	111	88.1	119	94.5	107	85.0	14	11.1	0	0.0	109	86.5
Secondary...........	135	102	75.6	125	92.7	108	80.1	21	15.5	1	0.7	113	83.8
Special Curriculums.	106	96	90.5	96	90.5	91	85.8	12	11.3	0	0.0	87	82.0
First and Second-Year Teachers Combined													
Elementary..........	276	246	89.1	260	94.2	247	89.5	21	7.6	0	0.0	234	84.8
Secondary...........	264	207	78.4	241	91.3	206	78.0	48	18.2	2	0.8	224	84.9
Special Curriculums.	237	206	86.9	205	86.5	185	78.1	39	16.5	0	0.0	187	78.9
Combined Total........	777	659	84.8	706	90.7	638	82.1	108	13.9	2	0.3	645	83.0

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 11

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ORGANIZING SUBJECT MATTER

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV^{a}		SV^{a}		NV^{a}			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	132	88.0	139	92.8	131	87.4	8	5.3	0	0.0	122	81.4
Secondary............	129	105	81.5	123	95.4	110	85.4	14	10.9	2	1.6	111	86.0
Special Curriculums.	131	108	82.4	113	86.3	113	86.3	9	6.9	0	0.0	102	77.8
Second-Year Teachers													
Elementary...........	126	105	83.4	117	92.9	103	81.7	17	13.5	0	0.0	104	82.5
Secondary............	135	101	74.9	123	91.2	117	86.8	12	8.9	1	0.7	108	80.1
Special Curriculums.	106	88	83.0	100	94.4	95	89.6	5	4.7	1	0.7	82	77.3
First and Second-Year Teachers Combined													
Elementary...........	276	237	85.9	256	92.8	234	84.8	25	9.1	0	0.0	226	81.9
Secondary............	264	206	77.7	246	93.2	227	86.0	26	9.9	3	1.1	219	83.0
Special Curriculums.	237	196	82.7	213	89.9	208	87.8	14	5.9	1	0.4	184	77.6
Combined Total........	777	639	82.2	715	92.0	669	86.1	65	21.2	4	0.5	629	81.0

^{a}VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 12

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN WORKING WITH LONG RANGE PLANS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	87	58.0	111	74.0	72	48.0	48	32.0	7	4.7	85	56.6
Secondary............	129	45	34.9	107	83.0	64	49.6	49	38.0	8	6.2	68	52.7
Special Curriculums.	131	51	38.9	101	77.0	64	48.8	48	36.6	9	6.9	63	48.1
Second-Year Teachers													
Elementary...........	126	65	51.6	105	83.4	59	46.8	52	41.3	7	5.6	79	62.7
Secondary............	135	43	31.8	109	80.8	58	43.0	58	43.0	12	8.9	62	45.9
Special Curriculums.	106	32	30.2	92	86.7	54	50.9	40	37.8	5	4.7	45	42.4
First and Second-Year Teachers Combined													
Elementary...........	276	152	55.1	216	78.3	131	47.5	100	36.2	14	5.1	164	59.4
Secondary............	264	88	33.3	216	81.8	122	46.2	107	40.5	20	7.6	130	49.2
Special Curriculums.	237	83	35.0	193	81.4	118	49.8	88	37.1	14	5.9	108	45.6
Combined Total........	777	323	41.6	625	80.4	371	47.8	295	38.0	48	6.2	402	51.7

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 13

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN OBSERVING FORCEFUL AND DYNAMIC TEACHING

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	119	79.4	43	28.6	110	73.4	21	14.0	4	2.7	117	78.0
Secondary...........	129	105	81.5	33	25.6	84	65.2	26	20.2	10	7.8	101	78.4
Special Curriculums.	131	90	68.7	44	33.6	76	58.0	38	29.0	1	0.8	91	69.4
Second-Year Teachers													
Elementary..........	126	101	80.2	50	39.7	81	64.3	35	27.8	2	1.6	104	82.5
Secondary...........	135	99	73.4	42	31.1	78	57.7	43	31.8	7	5.2	99	73.4
Special Curriculums.	106	82	77.3	45	42.4	62	58.5	30	28.3	2	1.9	80	75.4
First and Second-Year Teachers Combined													
Elementary..........	276	220	79.7	93	33.7	191	69.2	56	20.3	6	2.2	221	80.1
Secondary...........	264	204	77.3	75	28.4	162	61.4	69	26.1	17	6.4	200	75.8
Special Curriculums.	237	172	72.6	89	37.6	138	58.2	68	28.7	3	1.3	171	72.2
Combined Total........	777	596	76.7	257	33.1	491	63.2	193	24.8	26	3.4	592	76.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 14

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN SELECTING CONTENT MATERIAL OF A SUBJECT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		YV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	98	65.4	131	87.4	106	70.6	25	16.7	3	2.0	107	71.4
Secondary...........	129	61	47.3	113	87.7	83	64.4	41	31.8	1	0.8	85	65.9
Special Curriculums.	131	72	54.9	104	79.4	87	66.4	31	23.6	0	0.0	83	63.4
Second-Year Teachers													
Elementary..........	126	78	61.9	112	88.9	78	61.9	38	30.2	0	0.0	87	69.1
Secondary...........	135	64	47.4	122	90.5	83	61.5	45	33.4	1	0.7	90	66.7
Special Curriculums.	106	50	47.2	94	88.6	69	65.1	30	28.3	1	0.9	65	61.3
First and Second-Year Teachers Combined													
Elementary..........	276	176	63.8	243	88.0	184	66.7	63	22.8	3	1.1	194	70.3
Secondary...........	264	125	47.4	235	89.0	166	62.9	86	32.6	2	0.8	175	66.3
Special Curriculums.	237	122	51.5	198	83.5	156	65.8	61	25.7	1	0.4	148	62.5
Combined Total........	777	423	54.4	676	87.0	506	65.1	210	27.0	6	0.8	517	66.5

[a] YV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 15

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TAKING CARE OF THE PHYSICAL CONDITION OF THE ROOM

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	135	90.0	140	93.4	96	64.0	37	24.6	3	2.0	105	70.0
Secondary............	129	91	70.6	114	88.4	49	38.0	54	41.8	14	10.9	76	58.9
Special Curriculums.	131	91	69.4	108	82.4	64	48.8	40	30.5	11	8.4	78	59.5
Second-Year Teachers													
Elementary...........	126	99	78.6	119	94.5	63	50.0	49	38.9	6	4.8	84	66.7
Secondary............	135	89	65.9	123	91.2	48	35.6	64	47.4	17	12.6	73	54.1
Special Curriculums.	106	85	80.2	97	91.5	62	58.5	30	28.3	5	4.7	72	67.9
First and Second-Year Teachers Combined													
Elementary...........	276	234	84.8	259	93.8	159	57.6	86	31.2	9	3.3	189	68.5
Secondary............	264	180	68.2	237	89.8	97	36.7	118	44.7	31	11.7	149	56.4
Special Curriculums.	237	176	74.3	205	86.5	126	53.2	70	29.5	16	6.8	150	63.3
Combined Total........	777	590	75.9	701	90.2	382	49.2	274	35.3	56	7.2	488	62.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 16

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN USING THE BLACKBOARD AND BULLETIN BOARD EFFECTIVELY

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	141	94.0	144	96.0	131	87.4	13	8.6	1	0.7	123	82.0
Secondary...........	129	101	78.4	117	90.7	98	76.0	28	21.7	1	0.8	104	80.6
Special Curriculums.	131	95	72.5	109	83.2	85	64.9	35	26.7	1	0.8	102	77.8
Second-Year Teachers													
Elementary..........	126	112	88.9	121	96.0	99	78.6	19	15.1	0	0.0	109	86.5
Secondary...........	135	106	78.6	122	90.5	98	72.6	32	23.7	5	3.7	114	84.5
Special Curriculums.	106	75	70.8	96	90.5	73	68.9	24	22.6	1	0.9	84	79.2
First and Second-Year Teachers Combined													
Elementary..........	276	253	91.7	265	96.0	230	83.3	32	11.6	1	0.4	232	84.1
Secondary...........	264	207	78.4	239	90.5	196	74.2	60	22.7	6	2.3	218	82.6
Special Curriculums.	237	170	71.7	205	86.5	158	66.7	59	24.9	2	0.8	186	78.5
Combined Total........	777	630	81.1	709	91.3	584	75.2	151	19.4	9	1.2	636	81.9

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 17

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PROVIDING MATERIAL TO ENRICH THE LESSON BEING TAUGHT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	136	90.6	145	96.6	135	90.0	14	9.3	0	0.0	122	81.4
Secondary...........	129	92	71.4	123	95.4	93	72.1	31	24.0	4	3.1	99	76.7
Special Curriculums.	131	96	73.2	112	85.5	92	70.2	28	21.4	2	1.5	97	74.0
Second-Year Teachers													
Elementary..........	126	110	87.3	120	95.3	102	81.0	18	14.3	0	0.0	105	83.4
Secondary...........	135	70	51.9	121	89.7	101	74.9	30	22.2	1	0.7	106	78.6
Special Curriculums.	106	82	77.3	101	95.3	73	68.9	27	25.4	0	0.0	77	72.7
First and Second-Year Teachers Combined													
Elementary..........	276	246	89.1	265	96.0	237	85.9	32	11.6	0	0.0	227	83.3
Secondary...........	264	162	61.4	244	92.4	194	73.5	61	23.1	5	1.9	205	77.7
Special Curriculums.	237	178	75.1	213	89.9	165	69.6	55	23.2	2	0.8	174	73.4
Combined Total........	777	586	75.4	722	92.9	596	76.7	148	19.1	7	0.9	606	78.0

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 18

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN MOTIVATING STUDENTS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	141	94.0	142	94.6	136	90.6	10	6.7	1	0.7	125	83.4
Secondary...........	129	93	72.1	121	93.9	111	86.0	14	10.9	3	2.3	103	79.8
Special Curriculums.	131	103	78.6	113	86.3	104	79.4	13	9.9	0	0.0	100	76.4
Second-Year Teachers													
Elementary..........	126	116	92.1	119	94.5	110	87.3	11	8.7	0	0.0	108	85.7
Secondary...........	135	106	78.6	122	90.5	105	77.9	21	15.5	2	1.5	107	79.4
Special Curriculums.	106	76	71.7	100	94.4	87	82.0	12	11.3	1	0.9	83	78.3
First and Second-Year Teachers Combined													
Elementary...	276	257	93.1	261	94.6	246	89.1	21	7.6	1	0.4	233	84.4
Secondary...........	264	199	75.4	243	92.1	216	81.8	35	13.3	5	1.9	210	79.6
Special Curriculums.	237	179	75.5	213	89.9	191	80.6	25	10.6	1	0.4	183	77.2
Combined Total........	777	635	81.7	717	92.3	653	84.0	81	10.4	7	0.9	626	80.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 19

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ASSUMING THE RESPONSIBILITY FOR THE TEACHING PROGRAM

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	97	64.6	140	93.4	134	89.4	8	5.3	2	1.3	104	69.4
Secondary...........	129	56	43.5	113	87.7	90	69.8	28	21.7	7	5.4	76	58.9
Special Curriculums.	131	65	49.6	115	87.7	104	79.4	13	9.9	0	0.0	92	70.2
Second-Year Teachers													
Elementary..........	126	71	56.4	109	86.5	102	81.0	11	8.7	1	0.8	90	71.5
Secondary...........	135	57	42.3	117	86.8	107	79.4	20	14.8	1	0.7	84	62.2
Special Curriculums.	106	56	52.8	96	90.5	80	75.4	17	16.0	1	0.9	69	65.1
First and Second-Year Teachers Combined													
Elementary..........	276	168	60.9	249	90.2	236	85.5	19	6.9	3	1.1	194	70.3
Secondary...........	264	113	42.8	230	87.1	197	74.6	48	18.2	8	3.0	160	60.6
Special Curriculums.	237	121	51.1	211	89.0	184	77.6	30	12.7	1	0.4	161	67.9
Combined Total........	777	402	51.7	690	88.8	617	79.4	97	12.5	12	1.5	515	66.3

[a] **VV represents Very Valuable; SV, Some Value; NV, Little or No Value.**

TABLE 20

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ORGANIZING AND CONDUCTING FIELD TRIPS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	70	46.7	97	64.6	83	55.4	51	34.0	2	1.3	111	74.0
Secondary...........	129	30	23.2	65	50.4	39	30.2	64	49.6	14	10.9	54	41.8
Special Curriculums.	131	17	12.9	44	33.6	35	26.7	71	54.2	10	7.6	47	35.8
Second-Year Teachers													
Elementary..........	126	57	45.2	95	75.4	59	46.8	53	42.1	4	3.2	84	66.7
Secondary...........	135	26	19.3	73	54.1	39	28.9	70	51.9	13	9.6	62	45.9
Special Curriculums.	106	14	13.2	51	48.1	39	36.8	43	40.6	7	6.6	47	44.4
First and Second-Year Teachers Combined													
Elementary..........	276	127	46.0	192	69.6	142	51.5	104	37.7	6	2.2	195	70.7
Secondary...........	264	56	21.2	138	52.3	78	29.6	134	50.8	27	10.2	116	43.9
Special Curriculums.	237	31	13.1	95	40.1	74	31.2	114	48.1	17	7.2	95	40.1
Combined Total........	777	214	27.5	425	54.7	294	37.8	352	45.3	50	6.4	406	52.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 21

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DEVELOPING THE TECHNIQUE OF QUESTIONING

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	109	72.6	130	86.6	116	77.4	25	16.7	1	0.7	117	78.0
Secondary...........	129	94	72.9	123	95.4	101	78.4	21	16.3	4	3.1	106	82.3
Special Curriculums.	131	72	54.9	107	81.6	90	68.7	26	19.8	1	0.8	95	72.5
Second-Year Teachers													
Elementary..........	126	85	67.5	110	87.3	91	72.3	26	20.6	3	2.4	96	76.2
Secondary...........	135	85	62.9	118	87.5	101	74.9	26	19.3	2	1.5	106	78.6
Special Curriculums.	106	72	67.9	91	85.8	76	71.7	24	22.6	1	0.9	78	73.6
First and Second-Year Teachers Combined													
Elementary..........	276	194	70.3	240	87.0	207	75.0	51	18.5	4	1.4	213	77.2
Secondary...........	264	179	67.8	241	91.3	202	76.5	47	17.8	6	2.3	212	80.3
Special Curriculums.	237	144	60.8	198	83.5	166	70.0	50	21.1	2	0.8	173	73.0
Combined Total........	777	517	66.5	679	87.4	575	74.0	148	19.1	12	1.5	598	77.0

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 22

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CONSTRUCTING, GIVING, AND INTERPRETING TESTS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	105	70.0	136	90.6	117	78.0	23	15.3	1	0.7	121	80.6
Secondary...........	129	109	84.5	124	96.2	103	79.8	18	14.0	3	2.3	113	87.7
Special Curriculums.	131	93	71.0	106	80.9	93	71.0	23	17.6	3	2.3	95	72.5
Second-Year Teachers													
Elementary..........	126	79	62.7	116	92.1	81	64.3	36	28.6	0	0.0	104	82.5
Secondary...........	135	113	83.8	124	92.0	116	86.0	16	11.8	0	0.0	113	83.8
Special Curriculums.	106	78	73.6	93	87.7	78	73.6	20	18.9	2	1.9	78	73.6
First and Second-Year Teachers Combined													
Elementary..........	276	184	66.7	252	91.3	198	71.7	59	21.4	1	0.4	225	81.5
Secondary...........	264	222	84.1	248	93.9	219	83.0	34	12.9	3	1.1	226	85.6
Special Curriculums.	237	171	72.2	199	84.0	171	72.2	43	18.1	5	2.1	173	73.0
Combined Total........	777	577	74.3	699	90.0	588	75.7	136	17.5	9	1.2	624	80.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 23

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TYPING, FILING, CUTTING STENCILS, AND DOING CLERICAL WORK

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	81	54.0	121	80.6	48	32.0	52	34.6	18	12.0	74	49.4
Secondary............	129	78	60.5	113	87.7	33	25.6	49	38.0	31	24.0	65	50.4
Special Curriculums.	131	81	61.8	105	80.1	55	41.9	46	35.1	16	12.2	73	55.7
Second-Year Teachers													
Elementary...........	126	67	53.2	107	85.0	33	26.2	60	47.6	24	19.1	63	50.0
Secondary............	135	71	52.6	113	83.8	38	28.2	51	37.8	35	25.9	57	42.3
Special Curriculums.	106	66	62.3	90	84.9	47	44.4	31	29.2	18	17.0	58	54.7
First and Second-Year Teachers Combined													
Elementary...........	276	148	53.6	228	82.6	81	29.4	112	40.6	42	15.2	137	49.6
Secondary............	264	149	56.4	226	85.6	71	26.9	100	37.9	66	25.0	122	46.2
Special Curriculums.	237	147	62.0	195	82.3	102	43.0	77	32.5	34	14.4	131	55.3
Combined Total........	777	444	57.1	649	83.5	254	32.7	289	37.2	142	18.3	390	50.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 24

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN MAKING GENERAL OUTLINES OF WORK FOR A SEMESTER OR A YEAR

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	44	29.3	96	64.0	55	36.6	56	37.3	14	9.3	69	46.0
Secondary............	129	35	27.2	91	70.6	57	44.3	42	32.6	18	14.0	63	48.9
Special Curriculums.	131	66	50.4	96	73.2	79	60.3	31	23.6	5	3.8	89	67.9
Second-Year Teachers													
Elementary...........	126	30	23.8	83	65.9	42	33.4	52	41.3	22	17.5	58	46.1
Secondary............	135	34	25.2	98	72.6	42	31.1	61	45.2	19	14.1	63	46.7
Special Curriculums.	106	49	46.2	92	86.7	63	59.4	32	30.2	5	4.7	68	64.2
First and Second-Year Teachers Combined													
Elementary...........	276	74	26.8	179	64.9	97	35.1	108	39.1	36	13.0	127	46.0
Secondary............	264	69	26.1	189	71.6	99	37.5	103	39.0	37	14.0	126	47.7
Special Curriculums.	237	115	48.5	188	79.3	142	59.9	63	26.6	10	4.2	157	66.2
Combined Total........	777	258	46.1	556	71.6	338	43.5	274	35.3	83	10.7	410	52.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 25

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN EVALUATING STUDENTS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	117	78.0	139	92.8	130	86.6	17	11.3	1	0.7	120	80.0
Secondary...........	129	93	72.1	118	91.5	99	76.7	27	21.0	4	3.1	106	82.3
Special Curriculums.	131	97	74.0	110	83.9	91	69.4	26	19.8	4	3.1	89	67.9
Second-Year Teachers													
Elementary..........	126	83	65.9	117	92.9	94	74.6	23	18.2	2	1.6	105	83.4
Secondary...........	135	96	71.1	124	92.0	97	71.8	30	22.2	4	3.0	100	74.1
Special Curriculums.	106	66	62.3	94	88.6	75	70.8	24	22.6	2	1.9	75	70.8
First and Second-Year Teachers Combined													
Elementary..........	276	200	72.5	256	92.8	224	81.2	40	14.5	3	1.1	225	81.5
Secondary...........	264	189	71.6	242	91.7	196	74.2	57	21.6	8	3.0	206	78.0
Special Curriculums.	237	163	68.8	204	86.1	166	70.0	50	21.1	6	2.5	164	69.2
Combined Total........	777	552	71.0	702	90.4	586	75.4	147	18.9	17	2.2	595	76.6

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 26

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN KEEPING A DAILY DIARY

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	97	64.6	39	26.0	24	16.0	47	31.4	39	26.0	48	32.0
Secondary............	129	63	48.9	26	20.2	7	5.4	38	29.4	63	48.9	17	13.2
Special Curriculums.	131	83	63.4	32	24.4	24	18.3	46	35.1	46	35.1	35	26.7
Second-Year Teachers													
Elementary...........	126	62	49.2	28	22.2	19	15.1	49	38.9	48	38.1	30	23.8
Secondary............	135	64	47.4	27	20.0	9	6.7	30	22.2	85	62.9	25	18.5
Special Curriculums.	106	58	54.7	26	24.5	8	7.5	44	41.5	40	37.8	28	26.4
First and Second-Year Teachers Combined													
Elementary...........	276	159	57.6	67	24.3	43	15.6	96	34.8	87	31.5	78	28.3
Secondary............	264	127	48.1	53	20.1	16	6.1	68	25.8	148	56.1	42	15.9
Special Curriculums.	237	141	59.5	58	24.5	32	13.5	90	38.0	86	36.3	63	26.6
Combined Total........	777	427	55.0	178	22.9	91	11.7	254	32.7	321	41.3	183	23.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 27

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN USING SOCIOGRAMS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	61	40.7	57	38.0	21	14.0	69	46.0	20	13.3	68	45.4
Secondary...........	129	30	23.2	27	21.0	12	9.3	60	46.5	32	24.8	30	23.2
Special Curriculums.	131	14	10.7	13	9.9	10	7.6	57	43.5	31	23.6	25	19.1
Second-Year Teachers													
Elementary..........	126	47	37.3	63	50.0	19	15.1	71	56.4	20	15.9	52	41.3
Secondary...........	135	31	22.9	35	25.9	6	4.5	64	47.4	42	31.1	27	20.0
Special Curriculums.	106	14	13.2	19	17.8	2	1.9	47	44.4	26	24.5	15	14.2
First and Second-Year Teachers Combined													
Elementary..........	276	108	39.1	120	43.5	40	14.5	140	50.7	40	14.5	120	43.5
Secondary...........	264	61	23.1	62	23.5	18	6.8	124	47.0	74	28.0	57	21.6
Special Curriculums.	237	28	11.8	32	13.5	12	5.1	104	43.9	57	24.1	40	16.9
Combined Total........	777	197	25.4	214	27.5	70	9.0	368	47.4	171	22.0	217	27.9

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 28

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN USING PERSONALITY INVENTORIES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	45	30.0	66	44.0	42	28.0	57	38.0	15	10.0	69	46.0
Secondary...........	129	35	27.2	59	45.7	29	22.5	68	52.7	15	11.6	42	32.6
Special Curriculums.	131	15	11.5	36	27.4	23	17.6	61	46.5	23	17.6	41	31.2
Second-Year Teachers													
Elementary..........	126	33	26.2	65	51.6	31	24.6	64	50.8	14	11.1	51	40.5
Secondary...........	135	26	19.3	68	50.4	24	17.8	69	51.1	26	19.3	42	31.1
Special Curriculums.	106	17	16.0	50	47.2	18	17.0	50	47.2	16	15.2	29	27.4
First and Second-Year Teachers Combined													
Elementary..........	276	78	28.3	131	47.5	73	26.5	121	43.8	29	10.5	120	43.5
Secondary...........	264	61	23.1	127	48.1	53	20.1	137	51.9	41	15.5	84	31.8
Special Curriculums.	237	32	13.5	86	36.3	41	17.3	111	46.8	39	16.5	70	29.5
Combined Total........	777	171	22.0	344	44.3	167	21.5	369	47.5	109	14.0	274	35.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 29

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN KEEPING CLASSROOM RECORDS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	116	77.4	140	93.4	105	70.0	29	19.3	1	0.7	108	72.0
Secondary...........	129	95	73.7	106	82.3	70	54.3	41	31.8	13	10.2	93	72.1
Special Curriculums.	131	80	61.0	105	80.1	74	56.5	35	26.7	4	3.1	90	68.7
Second-Year Teachers													
Elementary..........	126	74	58.7	116	92.1	77	61.1	37	29.4	1	0.8	90	71.5
Secondary...........	135	90	66.7	120	89.0	74	54.8	48	35.6	3	2.2	100	74.1
Special Curriculums.	106	61	57.5	90	84.9	67	63.2	29	27.4	3	2.8	73	68.9
First and Second-Year Teachers Combined													
Elementary..........	276	190	68.8	256	92.8	182	65.9	66	23.9	2	0.7	198	71.7
Secondary...........	264	185	70.1	226	85.6	144	54.6	89	33.7	16	6.1	193	73.1
Special Curriculums.	237	141	59.5	195	82.3	141	59.5	64	27.0	7	3.0	163	68.8
Combined Total.......	777	516	66.4	677	87.1	467	60.1	219	28.2	25	3.2	554	71.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 30

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DEVELOPING AND MAINTAINING CLASS PROGRESS SHEETS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	35	23.4	89	59.4	67	44.6	44	29.3	11	7.3	78	52.0
Secondary............	129	24	18.6	49	38.0	27	21.0	61	47.3	20	15.5	36	27.9
Special Curriculums.	131	24	18.3	53	40.4	42	32.0	48	36.6	13	9.9	48	36.6
Second-Year Teachers													
Elementary...........	126	23	18.2	74	58.7	40	31.8	59	46.8	10	7.9	59	46.8
Secondary............	135	23	17.1	62	45.9	16	11.8	64	47.4	31	22.9	38	28.2
Special Curriculums.	106	33	31.2	57	53.7	33	31.2	45	42.4	12	11.3	54	50.9
First and Second-Year Teachers Combined													
Elementary...........	276	58	21.0	163	59.1	107	38.8	103	37.3	21	7.6	137	49.6
Secondary............	264	47	17.8	111	42.1	43	16.3	125	47.4	51	19.3	74	28.0
Special Curriculums.	237	57	24.1	110	46.4	75	31.7	93	39.2	25	10.6	102	43.0
Combined Total........	777	162	20.9	384	49.4	225	29.0	321	41.3	97	12.5	313	40.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 31

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DOING REMEDIAL WORK WITH PUPILS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	75	50.0	110	73.4	119	79.4	16	10.6	1	0.7	122	81.4
Secondary...........	129	49	38.0	94	72.9	62	48.1	50	38.8	7	5.4	75	58.2
Special Curriculums.	131	30	22.7	75	57.3	56	42.7	44	33.6	10	7.6	64	48.8
Second-Year Teachers													
Elementary..........	126	59	46.8	109	86.5	90	71.5	27	21.4	3	2.4	102	81.0
Secondary...........	135	43	31.8	92	68.2	68	50.4	50	37.0	6	4.5	76	56.3
Special Curriculums.	106	28	26.4	63	59.4	36	33.9	48	45.3	5	4.7	44	41.5
First and Second-Year Teachers Combined													
Elementary..........	276	134	48.6	219	79.4	209	75.7	43	15.6	4	1.4	224	81.2
Secondary...........	264	92	34.9	186	70.5	130	49.2	100	37.9	13	4.9	151	57.2
Special Curriculums.	237	58	24.5	138	58.2	92	38.8	92	38.8	15	6.3	108	45.6
Combined Total........	777	284	36.6	543	69.9	431	55.5	235	30.2	32	4.1	483	62.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 32

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CARING FOR CLASSROOM EQUIPMENT AND MATERIALS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	125	83.4	143	95.4	90	60.0	44	29.3	3	2.0	100	66.7
Secondary...........	129	80	62.0	118	91.5	58	45.0	58	45.0	8	6.2	84	65.2
Special Curriculums.	131	98	74.6	121	92.3	81	61.8	30	22.7	5	3.8	86	65.6
Second-Year Teachers													
Elementary..........	126	93	73.8	120	95.3	58	46.1	57	45.2	4	3.2	82	65.1
Secondary...........	135	85	62.9	122	90.5	51	37.8	62	45.9	13	9.6	60	44.5
Special Curriculums.	106	80	75.4	97	91.5	69	65.1	24	22.6	2	1.9	70	66.0
First and Second-Year Teachers Combined													
Elementary..........	276	218	79.0	263	95.3	148	53.6	101	36.6	7	2.5	182	65.9
Secondary...........	264	165	62.5	240	90.9	109	41.3	120	45.5	21	8.0	144	54.6
Special Curriculums.	237	178	75.1	218	92.0	150	63.3	54	22.8	7	3.0	156	65.8
Combined Total........	777	561	72.2	721	92.8	407	52.4	275	35.4	35	4.5	482	62.0

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 33

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CARING FOR PHYSICAL WELL-BEING OF THE PUPILS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	95	63.4	135	90.0	113	75.4	24	16.0	3	2.0	105	70.0
Secondary...........	129	46	35.7	91	70.6	45	34.9	60	46.5	13	10.2	63	48.9
Special Curriculums.	131	63	48.1	93	71.0	65	49.6	35	2	10	7.6	61	46.5
Second-Year Teachers													
Elementary..........	126	68	54.0	115	91.3	73	58.0	40	31.6	6	4.8	83	65.9
Secondary...........	135	54	40.0	98	72.6	51	37.8	62	45.9	13	9.6	60	44.5
Special Curriculums.	106	55	51.9	78	73.6	52	49.1	34	32.1	9	8.5	48	45.3
First and Second-Year Teachers Combined													
Elementary..........	276	163	59.1	250	90.6	186	67.4	64	23.2	9	3.3	188	68.1
Secondary...........	264	100	37.9	189	71.6	96	36.4	122	46.2	26	9.9	123	46.6
Special Curriculums.	237	118	49.8	171	72.2	117	49.4	69	29.1	19	8.0	109	46.0
Combined Total........	777	381	49.0	610	78.5	399	51.4	255	32.8	54	7.0	420	54.1

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 34

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DEVELOPING A LIST OF THE BEST BOOKS AND MAGAZINES IN AREA OF SPECIALIZATION

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	66	44.0	72	48.0	64	42.7	50	33.4	13	8.6	78	52.0
Secondary...........	129	47	36.4	72	55.8	65	50.4	48	37.2	12	9.3	73	56.6
Special Curriculums.	131	60	45.8	78	59.5	65	49.6	40	30.5	5	3.8	86	65.6
Second-Year Teachers													
Elementary..........	126	56	44.4	56	44.4	48	38.1	52	41.3	18	14.3	68	54.0
Secondary...........	135	49	36.3	87	64.4	65	48.2	47	34.8	14	10.4	82	60.7
Special Curriculums.	106	40	37.8	68	64.2	56	52.8	40	37.8	2	1.9	63	59.4
First and Second-Year Teachers Combined													
Elementary..........	276	122	44.2	128	46.4	112	40.6	102	37.0	31	11.2	146	52.9
Secondary...........	264	96	36.4	159	60.2	130	49.2	95	36.0	26	9.9	155	58.7
Special Curriculums.	237	100	42.2	146	61.6	121	51.1	80	34.2	7	3.0	149	62.9
Combined Total........	777	318	40.9	433	55.7	363	46.7	277	35.7	64	8.2	450	57.9

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 35

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TEACHING GROUPS OF DIFFERENT ABILITIES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	127	84.6	130	86.6	136	90.6	6	4.1	1	0.7	122	81.4
Secondary............	129	88	68.3	114	88.4	108	83.7	17	13.2	1	0.8	102	79.1
Special Curriculums.	131	93	71.0	111	84.7	101	77.0	14	10.7	1	0.8	100	76.4
Second-Year Teachers													
Elementary...........	126	102	81.0	119	94.5	114	90.5	6	4.8	1	0.8	110	87.3
Secondary............	135	77	57.0	124	92.0	104	77.2	26	19.3	1	0.7	106	78.6
Special Curriculums.	106	66	62.3	97	91.5	88	83.0	11	10.4	1	0.9	78	73.6
First and Second-Year Teachers Combined													
Elementary...........	276	229	83.0	249	90.2	250	90.6	12	4.4	2	0.7	232	84.1
Secondary............	264	165	62.5	238	90.2	212	80.3	43	16.3	2	0.8	208	78.8
Special Curriculums.	237	159	67.1	208	87.8	189	79.8	25	10.6	2	0.8	178	75.1
Combined Total........	777	553	71.2	695	89.5	651	83.8	80	10.3	6	0.8	618	79.5

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 36

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN AIDING CHILDREN TO DEVELOP SKILLS OF SELF-DISCIPLINE

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	107	74.4	139	92.8	134	89.4	10	6.7	1	0.7	120	80.0
Secondary...........	129	69	53.5	109	84.5	90	69.8	30	23.2	1	0.8	83	64.4
Special Curriculums	131	59	45.0	103	78.6	86	65.6	28	21.4	1	0.8	80	61.0
Second-Year Teachers													
Elementary..........	126	69	54.8	118	93.6	111	88.1	7	5.6	1	0.8	105	83.4
Secondary...........	135	57	42.3	117	86.8	103	76.4	24	17.8	1	0.7	95	70.4
Special Curriculums.	106	53	50.0	94	88.6	76	71.7	19	17.8	1	0.9	71	67.0
First and Second-Year Teachers Combined													
Elementary..........	276	176	63.8	257	93.1	245	88.8	17	6.2	2	0.7	225	81.5
Secondary...........	264	126	47.7	226	85.6	193	73.1	54	20.5	2	0.8	178	67.4
Special Curriculums.	237	112	47.3	197	83.1	162	88.4	47	19.8	2	0.8	151	63.7
Combined Total........	777	414	53.3	680	87.5	600	77.2	118	15.2	6	0.8	554	71.3

[a]VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 37

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN STUDYING ABILITIES OF SLOW LEARNERS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	97	64.6	112	74.6	128	85.4	7	4.7	3	2.0	121	80.6
Secondary...........	129	57	44.3	101	78.4	97	75.2	20	15.5	2	1.6	94	72.9
Special Curriculums.	131	51	38.9	86	65.6	79	60.3	28	21.4	4	3.1	83	63.4
Second-Year Teachers													
Elementary..........	126	64	50.8	99	78.6	103	81.7	13	10.3	2	1.6	103	81.7
Secondary...........	135	44	32.6	97	71.8	86	63.7	36	26.7	2	1.5	90	66.7
Special Curriculums.	106	33	31.2	80	75.4	68	64.2	24	22.6	1	0.9	66	62.3
First and Second-Year Teachers Combined													
Elementary..........	276	161	58.3	211	76.5	231	83.7	20	7.3	5	1.8	224	81.2
Secondary...........	264	101	38.3	198	75.0	183	69.3	56	21.2	4	1.5	184	69.7
Special Curriculums.	237	84	35.4	166	70.0	147	62.0	52	21.9	5	2.1	149	62.9
Combined Total.......	777	346	44.5	575	74.0	561	72.2	128	16.5	14	1.8	557	71.7

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 38

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN STUDYING ABILITIES OF GIFTED CHILDREN

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	75	50.0	86	57.4	124	82.6	9	6.0	2	1.3	121	80.6
Secondary...........	129	44	34.1	87	67.5	91	70.6	21	16.3	2	1.6	88	68.3
Special Curriculums.	131	38	29.0	77	58.7	76	58.0	26	19.8	2	1.5	79	60.3
Second-Year Teachers													
Elementary..........	126	53	42.1	90	71.5	95	75.4	14	11.1	1	0.8	100	79.4
Secondary...........	135	41	30.4	85	62.9	89	65.9	31	22.9	1	0.7	90	66.7
Special Curriculums.	106	32	30.2	74	69.8	68	64.2	22	20.8	2	1.9	63	59.4
First and Second-Year Teachers Combined													
Elementary..........	276	128	46.4	176	63.8	219	79.4	23	8.3	3	1.1	221	80.1
Secondary...........	264	85	32.2	172	65.2	180	68.2	52	19.7	3	1.1	178	67.4
Special Curriculums.	237	70	29.5	151	63.7	144	60.8	48	20.3	4	1.7	142	59.9
Combined Total........	777	283	36.4	499	64.2	543	69.9	123	15.8	10	1.3	541	69.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 39

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN STUDYING ABILITIES OF MENTALLY RETARDED CHILDREN

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	54	36.0	53	35.3	99	66.0	13	8.6	5	3.3	104	69.4
Secondary...........	129	20	15.5	42	32.6	66	51.3	27	21.0	4	3.1	66	51.3
Special Curriculums.	131	36	27.4	64	48.8	69	52.6	26	19.8	7	5.3	69	52.6
Second-Year Teachers													
Elementary..........	126	38	30.2	60	47.6	83	65.9	20	15.9	3	2.4	87	69.1
Secondary...........	135	17	12.6	49	36.3	66	48.9	32	23.7	10	7.4	68	50.4
Special Curriculums.	106	25	23.6	69	65.1	64	60.4	23	21.7	3	2.8	59	55.6
First and Second-Year Teachers Combined													
Elementary..........	276	92	33.3	113	40.9	182	65.9	33	12.0	8	2.9	191	69.2
Secondary...........	264	37	14.0	91	34.5	132	50.0	59	22.4	14	5.3	134	50.8
Special Curriculums.	237	61	25.7	133	56.1	133	56.1	49	20.7	10	4.2	128	54.0
Combined Total........	777	190	24.5	337	43.4	447	57.5	141	18.2	32	4.1	453	58.3

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 40

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TEACHING HOMOGENEOUS AND HETEROGENEOUS GROUPS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV^a		SV^a		NV-			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	88	58.6	106	70.6	98	65.4	29	19.3	0	0.0	105	70.0
Secondary...........	129	81	62.8	107	83.0	97	75.2	26	20.2	4	3.1	100	77.5
Special Curriculums.	131	68	51.9	89	67.9	72	54.9	37	28.2	4	3.1	77	58.7
Second-Year Teachers													
Elementary..........	126	73	58.0	92	73.0	83	65.9	24	19.1	4	3.2	90	71.5
Secondary...........	135	80	59.3	119	88.3	98	72.6	[illegible]	19.3	3	2.2	100	74.1
Special Curriculums.	106	50	47.2	85	80.2	57	53.7	33	31.2	5	4.7	60	56.6
First and Second-Year Teachers Combined													
Elementary..........	276	161	58.3	198	71.7	181	65.6	53	19.2	4	1.4	195	70.7
Secondary...........	264	161	61.0	226	85.6	196	74.2	52	19.7	7	2.7	200	75.8
Special Curriculums.	237	118	49.8	174	73.4	129	54.4	70	29.5	9	3.8	137	57.8
Combined Total........	777	440	56.6	598	77.0	506	65.1	175	22.5	20	2.6	532	68.5

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[a] VV represents Very Valuable; SV, *Some* Value; NV, Little or No Value.

TABLE 41

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN LEARNING HOW TO GROUP CHILDREN

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	95	63.4	122	81.4	128	85.4	13	8.6	2	1.3	123	82.0
Secondary...........	129	22	17.1	64	49.6	48	37.2	55	42.7	12	9.3	51	39.6
Special Curriculums.	131	23	17.6	46	35.1	43	32.8	45	34.3	14	10.7	57	43.5
Second-Year Teachers													
Elementary..........	126	57	45.2	101	80.2	100	79.4	15	11.9	0	0.0	107	85.0
Secondary...........	135	20	14.8	73	54.1	48	35.6	58	43.0	14	10.4	49	36.3
Special Curriculums.	106	20	18.9	58	54.7	40	37.8	38	35.8	12	11.3	53	50.0
First and Second-Year Teachers Combined													
Elementary..........	276	[illegible]	55.1	223	80.8	228	82.6	28	10.1	2	0.7	230	83.3
Secondary...........	264	42	15.9	137	51.9	96	36.4	113	42.8	26	9.9	100	37.9
Special Curriculums.	237	43	18.1	104	43.9	83	35.0	83	35.0	26	11.0	110	46.4
Combined Total........	777	237	30.5	464	59.7	407	52.4	224	28.8	54	7.0	440	56.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 42

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CARING FOR INDIVIDUAL DIFFERENCES

	Total Responses	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	117	78.0	145	96.6	135	90.0	10	6.7	0	0.0	123	82.0
Secondary...........	129	67	52.0	115	89.2	85	65.9	33	25.6	3	2.3	84	65.2
Special Curriculums.	131	61	46.5	101	77.0	83	63.4	27	20.6	3	2.3	78	59.5
Second-Year Teachers													
Elementary..........	126	82	65.1	116	92.1	108	85.7	10	7.9	0	0.0	107	85.0
Secondary...........	135	55	40.7	119	88.3	89	65.9	32	23.7	6	4.5	90	66.7
Special Curriculums.	106	45	42.4	97	91.5	71	67.0	27	25.4	1	0.9	62	58.5
First and Second-Year Teachers Combined													
Elementary..........	276	199	72.1	261	94.6	243	88.0	20	7.3	0	0.0	230	83.3
Secondary...........	264	122	46.2	234	88.6	174	65.9	65	24.6	9	3.4	174	65.9
Special Curriculums.	237	106	44.7	198	83.5	154	65.0	54	22.8	4	1.7	140	59.1
Combined Total........	777	427	55.0	693	89.2	571	73.5	139	17.9	13	1.7	544	70.0

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[a] **VV represents Very Valuable; SV, Some Value; NV, Little or No Value.**

TABLE 43

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ANTICIPATING PUPIL DIFFICULTIES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	103	68.7	141	94.0	117	78.0	25	16.7	2	1.3	116	77.4
Secondary...........	129	61	47.3	113	87.7	84	65.2	31	24.0	2	1.6	85	65.9
Special Curriculums.	131	70	53.4	104	79.4	96	73.2	22	16.8	3	2.3	85	64.9
Second-Year Teachers													
Elementary..........	126	69	54.8	115	91.3	88	69.9	32	25.4	1	0.8	93	73.8
Secondary...........	135	49	36.3	122	90.5	87	64.4	38	28.2	6	4.5	85	62.9
Special Curriculums.	106	59	55.6	98	92.4	73	68.9	25	23.6	1	0.9	68	64.2
First and Second-Year Teachers Combined													
Elementary..........	276	172	62.3	256	92.8	205	74.3	57	21.0	3	1.1	209	75.7
Secondary...........	264	110	41.7	235	89.0	171	64.8	69	26.1	8	3.0	170	64.4
Special Curriculums.	237	129	54.4	202	85.2	169	71.3	47	19.8	4	1.7	153	64.6
Combined Total........	777	411	52.9	693	89.2	545	70.1	173	22.3	15	1.9	532	68.5

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 44

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN UNDERSTANDING THE CHILD'S BEHAVIOR PATTERNS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	110	73.4	135	90.0	127	84.6	15	10.0	1	0.7	115	76.6
Secondary...........	129	56	43.5	103	79.8	87	67.5	31	24.0	4	3.1	75	58.2
Special Curriculums.	131	54	41.2	91	69.4	82	62.5	26	19.8	5	3.8	80	61.0
Second-Year Teachers													
Elementary..........	126	68	54.0	117	92.9	101	80.2	19	15.1	0	0.0	100	79.4
Secondary...........	135	45	33.4	106	78.6	81	60.0	35	25.9	9	6.7	73	54.1
Special Curriculums.	106	41	38.7	88	83.0	65	61.3	26	24.5	2	1.9	55	51.9
First and Second-Year Teachers Combined													
Elementary..........	276	178	64.5	252	91.3	228	82.3	34	12.3	1	0.4	215	77.9
Secondary...........	264	101	38.3	209	79.2	168	63.6	66	25.0	13	4.9	148	56.1
Special Curriculums.	237	95	40.1	179	75.5	147	62.0	52	21.9	7	3.0	135	57.0
Combined Total........	777	374	44.7	640	82.4	543	69.9	152	19.6	21	2.7	498	64.1

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 45

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN HANDLING DISCIPLINE PROBLEMS SUCCESSFULLY

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	107	71.4	142	94.6	142	94.6	4	2.7	0	0.0	127	84.6
Secondary...........	129	86	66.7	123	95.4	120	93.0	4	3.1	1	0.8	106	82.3
Special Curriculums.	131	84	64.1	113	86.3	109	83.2	6	4.6	2	1.5	97	74.0
Second-Year Teachers													
Elementary..........	126	67	53.2	117	92.9	112	88.9	8	6.4	0	0.0	100	79.4
Secondary...........	135	90	66.7	126	93.5	127	94.2	4	3.0	0	0.0	113	83.8
Special Curriculums.	106	71	67.0	102	96.2	96	90.5	3	2.8	0	0.0	81	76.4
First and Second-Year Teachers Combined													
Elementary..........	276	174	63.0	259	93.8	254	92.0	12	4.4	0	0.0	227	82.3
Secondary...........	264	176	66.7	249	94.3	247	93.6	8	3.0	1	0.4	219	83.0
Special Curriculums.	237	155	65.4	215	90.7	205	86.5	9	3.8	2	0.8	178	75.1
Combined Total........	777	505	65.0	723	93.1	706	90.8	29	3.7	3	0.4	624	80.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 46

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN SECURING PUPILS' COOPERATION BY PUPIL-TEACHER PLANNING

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	101	67.4	129	86.0	111	74.0	24	16.0	4	2.7	115	76.6
Secondary...........	129	43	33.4	83	64.4	54	41.8	41	31.8	15	11.6	61	47.3
Special Curriculums.	131	43	32.8	94	71.6	71	54.2	40	30.5	10	7.6	78	59.5
Second-Year Teachers													
Elementary..........	126	73	58.0	102	81.0	79	62.7	34	27.0	4	3.2	89	70.7
Secondary...........	135	41	30.4	90	66.7	50	37.0	46	34.1	26	19.3	57	42.2
Special Curriculums.	106	38	35.8	81	76.4	52	49.1	35	33.0	4	3.8	60	56.6
First and Second-Year Teachers Combined													
Elementary..........	276	174	63.0	231	83.7	190	68.8	58	21.0	8	2.9	204	73.9
Secondary...........	264	84	31.8	173	65.5	104	39.4	87	33.0	41	15.5	118	44.7
Special Curriculums.	237	81	34.2	175	73.8	123	51.9	75	31.7	14	5.9	138	58.2
Combined Total........	777	339	43.6	579	74.5	417	53.7	220	28.3	63	8.1	460	59.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 47

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TEACHING MIXED SOCIO-ECONOMIC GROUPS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	103	68.7	112	74.6	74	49.4	48	32.0	4	2.7	99	66.0
Secondary...........	129	86	66.7	106	82.3	62	48.1	50	38.8	9	7.0	68	52.7
Special Curriculums.	131	68	51.9	92	70.2	52	39.8	48	36.6	10	7.6	66	50.4
Second-Year Teachers													
Elementary..........	126	83	65.9	99	78.6	67	53.2	48	38.1	5	4.0	81	64.3
Secondary...........	135	82	60.7	109	80.8	56	41.5	57	42.3	14	10.4	77	57.0
Special Curriculums.	106	55	51.9	86	81.1	49	46.2	42	39.6	6	5.7	53	50.0
First and Second-Year Teachers Combined													
Elementary..........	276	186	67.4	211	76.5	141	51.1	96	34.8	9	3.3	180	65.2
Secondary...........	264	168	63.6	215	81.4	118	44.7	107	40.5	23	8.7	145	54.9
Special Curriculums.	237	123	51.9	178	75.1	101	42.6	90	38.0	16	6.8	119	50.2
Combined Total........	777	477	61.4	604	77.7	360	46.3	293	37.7	48	6.2	444	57.1

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 48

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DEVELOPING CREATIVE ABILITY IN STUDENTS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	111	74.0	133	88.6	104	69.4	34	22.6	1	0.7	109	72.6
Secondary...........	129	54	41.8	96	74.4	73	56.6	44	34.1	4	3.1	73	56.6
Special Curriculums.	131	60	45.8	104	79.4	90	68.7	28	21.4	0	0.0	89	67.9
Second-Year Teachers													
Elementary..........	126	76	60.3	117	92.9	90	71.5	23	18.2	1	0.8	94	74.6
Secondary...........	135	42	31.1	103	76.4	85	62.9	39	28.9	3	2.2	90	66.7
Special Curriculums.	106	57	53.7	90	84.9	71	67.0	24	22.6	1	0.9	70	66.0
First and Second-Year Teachers Combined													
Elementary..........	276	187	67.8	250	90.6	194	70.3	57	20.7	2	0.7	203	73.6
Secondary...........	264	96	36.4	199	75.4	158	59.9	83	31.4	7	2.7	163	61.7
Special Curriculums.	237	117	49.4	194	81.9	161	67.9	52	21.9	1	0.4	159	67.1
Combined Total........	777	400	51.5	643	82.8	513	66.0	192	24.7	10	1.3	525	67.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 49

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN WORKING WITH VARIOUS COMMERCIAL TESTING MATERIALS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	73	48.6	127	84.6	65	43.4	57	38.0	5	3.3	97	64.6
Secondary...........	129	39	30.2	81	62.8	41	31.8	65	50.4	17	13.2	64	49.6
Special Curriculums.	131	19	14.5	47	35.8	24	18.3	63	48.1	19	14.5	46	35.1
Second-Year Teachers													
Elementary..........	126	49	38.9	104	82.5	53	42.1	61	48.4	4	3.2	84	66.7
Secondary...........	135	25	18.5	91	67.4	33	24.4	66	48.9	22	16.3	55	40.7
Special Curriculums.	106	15	14.2	51	48.1	23	21.7	50	47.2	16	15.2	38	35.8
First and Second-Year Teachers Combined													
Elementary..........	276	122	44.2	231	83.7	118	42.8	118	42.8	9	3.3	181	65.6
Secondary...........	264	64	24.2	172	65.2	74	28.0	131	49.6	39	14.8	119	45.1
Special Curriculums.	237	34	14.4	98	41.4	47	19.8	113	47.7	35	14.8	84	35.4
Combined Total........	777	220	28.3	501	64.5	239	30.8	362	46.6	83	10.7	384	49.4

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 50

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DIAGNOSING PUPIL NEEDS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	81	54.0	134	89.4	116	77.4	26	17.3	4	2.7	113	75.4
Secondary...........	129	58	45.0	104	80.6	78	60.5	42	32.6	2	1.6	76	58.9
Special Curriculums.	131	45	34.3	90	68.7	60	45.8	52	39.8	4	3.1	70	53.4
Second-Year Teachers													
Elementary..........	126	62	49.2	116	92.1	105	83.4	23	18.2	0	0.0	88	69.9
Secondary...........	135	49	36.3	112	83.1	76	56.3	42	31.1	5	3.7	77	57.0
Special Curriculums.	106	34	32.1	84	79.2	63	59.4	33	31.2	1	0.9	54	50.9
First and Second-Year Teachers Combined													
Elementary..........	276	143	51.8	250	90.6	221	80.1	49	17.8	4	1.4	201	72.8
Secondary...........	264	107	40.5	216	81.8	154	58.3	84	31.8	7	2.7	153	58.0
Special Curriculums.	237	79	33.3	174	73.4	123	51.9	85	35.9	5	2.1	124	52.3
Combined Total........	777	329	42.3	640	82.4	498	64.1	218	28.1	16	2.1	478	61.5

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 51

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PREPARING A PROGRESS CHART FOR EACH PUPIL

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	25	16.7	55	36.6	39	26.0	77	51.4	16	10.7	56	37.3
Secondary...........	129	10	7.8	27	21.0	17	13.2	62	48.1	32	24.8	20	15.5
Special Curriculums.	131	16	12.2	30	22.7	26	19.8	51	38.9	21	16.0	36	27.4
Second-Year Teachers													
Elementary..........	126	15	11.9	53	42.1	30	23.8	68	54.0	11	8.7	47	37.3
Secondary...........	135	10	7.4	35	25.9	8	5.9	64	47.4	38	28.2	21	15.5
Special Curriculums.	106	18	17.0	41	38.7	26	24.5	46	43.4	18	17.0	31	29.2
First and Second-Year Teachers Combined													
Elementary..........	276	40	14.5	108	39.1	69	25.0	145	52.5	27	9.8	103	37.3
Secondary...........	264	20	7.6	62	23.5	25	9.5	126	47.7	70	26.5	41	15.5
Special Curriculums.	237	34	14.4	71	30.0	52	21.9	97	40.9	39	16.5	67	28.3
Combined Total........	777	94	12.1	241	31.0	146	18.8	368	47.4	136	17.5	211	27.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 52

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CONSTRUCTING NEEDED VISUAL MATERIAL

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	132	88.0	136	90.6	110	73.4	33	22.0	7	4.7	107	71.4
Secondary...........	129	67	52.0	93	72.1	55	42.7	58	45.0	8	6.2	62	48.1
Special Curriculums.	131	100	76.4	99	75.5	82	62.5	28	21.4	4	3.1	93	71.0
Second-Year Teachers													
Elementary..........	126	99	78.6	111	88.1	78	61.9	43	34.2	3	2.4	97	77.0
Secondary...........	135	60	44.5	105	77.9	64	47.4	57	42.3	6	4.5	77	57.0
Special Curriculums.	106	78	73.6	84	79.2	55	51.9	26	24.5	0	0.0	69	65.1
First and Second-Year Teachers Combined													
Elementary..........	276	231	83.7	247	89.5	188	68.1	76	27.5	10	3.6	204	73.9
Secondary...........	264	127	48.1	198	75.0	119	45.1	115	43.6	14	5.3	139	52.7
Special Curriculums.	237	178	75.1	183	77.2	137	57.8	54	22.8	4	1.7	162	68.4
Combined Total........	777	536	69.0	628	80.8	444	57.1	245	31.5	28	3.6	505	65.0

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 53

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN SELECTING AND SOLVING TEACHING PROBLEMS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	87	58.0	105	70.0	86	57.4	42	28.0	9	6.0	88	58.6
Secondary...........	129	68	52.7	97	75.2	71	55.0	44	34.1	5	3.9	75	58.2
Special Curriculums.	131	77	58.7	85	64.9	69	52.6	35	26.7	4	3.1	84	64.1
Second-Year Teachers													
Elementary..........	126	57	45.2	91	72.3	63	50.0	39	31.0	5	4.0	73	58.0
Secondary...........	135	61	45.2	99	73.4	71	52.6	40	29.6	14	10.4	74	54.8
Special Curriculums.	106	64	60.4	82	77.3	64	60.4	28	26.4	3	2.8	67	63.2
First and Second-Year Teachers Combined													
Elementary..........	276	144	52.2	196	71.0	149	54.0	81	29.4	14	5.1	161	58.3
Secondary...........	264	129	48.9	196	74.2	142	53.8	84	31.8	19	7.2	149	56.4
Special Curriculums.	237	141	59.5	167	70.5	133	56.1	63	26.6	7	3.0	151	63.7
Combined Total........	777	414	53.3	559	71.9	424	54.6	228	29.3	40	5.2	461	59.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 54

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CONTROLLING CLASSROOM BY TAKING AWAY PRIVILEGES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	84	56.0	123	82.0	62	41.4	60	40.0	13	8.6	74	49.4
Secondary...........	129	49	38.0	97	75.2	36	27.9	65	50.4	15	11.6	60	46.5
Special Curriculums.	131	37	28.2	81	61.8	35	26.7	53	40.4	18	13.7	56	42.7
Second-Year Teachers													
Elementary..........	126	56	44.4	101	80.2	47	37.3	54	42.9	8	6.4	65	51.6
Secondary...........	135	40	29.6	103	76.4	41	30.4	58	43.0	16	11.8	59	43.7
Special Curriculums.	106	45	42.4	80	75.4	39	36.8	39	36.8	15	14.2	39	36.8
First and Second-Year Teachers Combined													
Elementary..........	276	140	50.7	224	81.2	109	39.5	114	41.3	21	7.6	139	50.4
Secondary...........	264	89	33.7	200	75.8	77	29.2	123	46.6	31	11.7	119	45.1
Special Curriculums.	237	82	34.6	161	67.9	74	31.2	92	38.8	33	13.9	95	40.1
Combined Total........	777	311	40.0	585	75.3	260	33.5	329	42.3	85	10.9	353	45.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 55

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CONTROLLING CLASSROOM BY STUDENT INTEREST TECHNIQUE

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	91	60.6	125	83.4	109	72.6	27	18.0	6	4.1	104	69.4
Secondary...........	129	74	57.4	104	80.6	88	68.3	29	22.5	3	2.3	92	71.4
Special Curriculums.	131	61	46.5	105	80.1	89	67.9	23	17.6	4	3.1	78	59.5
Second-Year Teachers													
Elementary..........	126	72	57.2	110	87.3	86	68.3	28	22.2	1	0.8	93	73.8
Secondary...........	135	62	45.9	105	77.9	87	64.4	24	17.8	5	3.7	83	61.5
Special Curriculums.	106	55	51.9	85	80.2	74	69.8	20	18.9	3	2.8	69	65.1
First and Second-Year Teachers Combined													
Elementary..........	276	163	59.1	235	85.1	195	70.7	55	19.9	7	2.5	197	71.4
Secondary...........	264	136	51.5	209	79.2	175	66.3	53	20.1	8	3.0	175	66.3
Special Curriculums.	237	116	49.0	190	80.2	163	68.8	43	18.1	7	3.0	147	62.0
Combined Total........	777	415	53.4	634	81.6	533	68.6	151	19.4	22	2.8	519	66.8

[a]VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 56

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CONTROLLING CLASSROOM BY MEANS OF CORPORAL PUNISHMENT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	27	18.0	59	39.3	23	15.3	46	30.6	48	32.0	37	24.6
Secondary...........	129	25	19.4	65	50.4	32	24.8	48	37.2	28	21.7	53	41.1
Special Curriculums.	131	23	17.6	71	54.2	21	16.0	57	43.5	20	15.3	36	27.4
Second-Year Teachers													
Elementary..........	126	10	7.9	53	42.1	15	11.9	33	26.2	36	28.6	27	21.4
Secondary...........	135	20	14.8	84	62.2	37	27.4	46	34.1	23	17.1	53	39.2
Special Curriculums.	106	16	15.2	64	60.4	26	24.5	41	38.7	17	16.0	25	23.6
First and Second-Year Teachers Combined													
Elementary..........	276	37	13.4	112	40.6	38	13.8	79	28.6	84	30.4	64	23.2
Secondary...........	264	45	17.1	149	56.4	69	26.1	94	35.6	51	19.3	106	40.2
Special Curriculums.	237	39	16.5	135	57.0	47	19.8	98	41.4	37	15.6	61	25.7
Combined Total........	777	121	15.6	396	51.0	154	19.8	271	34.9	172	22.1	231	29.7

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 57

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ORGANIZING A TEACHING UNIT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	138	92.0	120	80.0	104	69.4	32	21.4	7	4.7	106	70.6
Secondary...........	129	78	60.5	104	80.6	81	62.8	32	24.8	8	6.2	93	72.1
Special Curriculums.	131	83	63.4	96	73.2	90	68.7	21	16.0	5	3.8	90	68.7
Second-Year Teachers													
Elementary...........	126	105	83.4	104	82.5	94	74.6	21	16.7	6	4.8	101	80.2
Secondary...........	135	79	58.5	101	74.9	79	58.5	35	25.9	14	10.4	87	64.4
Special Curriculums.	106	67	63.2	77	72.7	81	76.4	19	17.8	0	0.0	81	76.4
First and Second-Year Teachers Combined													
Elementary...........	276	243	88.0	224	81.2	198	71.7	53	19.2	13	4.7	207	75.0
Secondary...........	264	157	59.5	205	77.7	160	60.6	67	25.4	22	8.3	180	68.2
Special Curriculums.	237	150	63.3	173	73.0	171	72.2	40	16.9	5	2.1	171	72.2
Combined Total........	777	550	70.8	602	77.5	529	68.1	160	20.6	40	5.2	558	71.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 58

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN COMPLETING A CHILD STUDY

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	81	54.0	42	28.0	55	36.6	63	42.0	22	14.7	77	51.4
Secondary...........	129	50	38.8	30	23.2	34	26.4	50	38.8	26	20.2	44	34.1
Special Curriculums.	131	26	19.8	11	8.4	19	14.5	55	41.9	27	20.6	38	29.0
Second-Year Teachers													
Elementary..........	126	65	51.6	46	36.5	46	36.5	55	43.7	7	5.6	63	50.0
Secondary...........	135	52	38.5	35	25.9	23	17.1	50	37.0	29	21.4	35	25.9
Special Curriculums.	106	19	17.8	22	20.8	21	19.8	46	43.4	12	11.3	21	19.8
First and Second-Year Teachers Combined													
Elementary..........	276	146	52.9	88	31.9	101	36.6	118	42.8	29	10.5	140	50.7
Secondary...........	264	102	38.6	65	24.6	57	21.6	100	37.9	55	20.8	79	29.9
Special Curriculums.	237	45	19.0	33	13.9	40	16.9	101	42.6	39	16.5	59	24.9
Combined Total........	777	293	37.7	186	23.9	198	25.5	319	41.1	123	15.8	278	35.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 59

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN HELPING EACH CHILD TO GROW MENTALLY, PHYSICALLY, SOCIALLY, AND EMOTIONALLY

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	118	78.6	141	94.0	134	89.4	7	4.7	4	2.7	113	75.4
Secondary...........	129	74	57.4	91	70.6	88	68.3	24	18.6	3	2.3	78	60.5
Special Curriculums.	131	58	44.3	97	74.0	86	65.6	22	16.8	3	2.3	70	53.4
Second-Year Teachers													
Elementary..........	126	85	67.5	115	91.3	112	88.9	5	4.0	0	0.0	97	77.0
Secondary...........	135	66	48.9	108	80.1	87	64.4	29	21.4	9	6.7	76	56.3
Special Curriculums.	106	58	54.7	94	88.6	71	67.0	29	27.4	2	1.9	64	60.4
First and Second-Year Teachers Combined													
Elementary..........	276	203	73.6	255	92.4	246	89.1	12	4.4	4	1.4	210	76.1
Secondary...........	264	140	53.0	199	75.4	175	66.3	53	20.1	12	4.6	154	58.3
Special Curriculums.	237	116	49.0	191	80.6	157	66.2	51	21.5	5	2.1	134	56.5
Combined Total........	777	459	59.1	645	83.0	578	74.4	116	14.9	21	2.7	498	64.1

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 60

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN HELPING CHILDREN WITH SPEECH DEFECTS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	41	27.4	92	61.4	87	58.0	52	34.6	5	3.3	81	54.0
Secondary...........	129	14	10.9	34	26.4	44	34.1	45	34.9	15	11.6	38	29.4
Special Curriculums.	131	7	5.3	28	21.4	36	27.4	43	32.8	15	11.5	30	22.7
Second-Year Teachers													
Elementary..........	126	31	24.6	79	62.7	61	48.4	42	33.4	5	4.0	64	50.8
Secondary...........	135	17	12.6	44	32.6	45	33.4	49	36.3	15	11.1	40	29.6
Special Curriculums.	106	8	7.5	35	33.0	31	29.2	36	33.9	13	12.3	31	29.2
First and Second-Year Teachers Combined													
Elementary..........	276	72	26.1	171	62.0	148	53.6	94	31.1	10	3.6	145	52.5
Secondary...........	264	31	11.7	78	29.6	89	33.7	94	35.6	30	11.4	78	29.6
Special Curriculums.	237	15	6.3	63	26.6	67	28.3	79	33.3	28	11.8	61	25.7
Combined Total........	777	118	15.2	312	40.2	304	39.1	267	34.4	68	8.8	284	36.6

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 61

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN EVALUATING VARIOUS TYPES OF REPORT CARDS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	67	44.6	66	44.0	51	34.0	71	47.3	14	9.3	64	42.7
Secondary...........	129	25	19.4	45	34.9	27	21.0	49	38.0	34	26.4	44	34.1
Special Curriculums.	131	18	13.7	56	42.7	33	25.2	44	33.6	27	20.6	39	29.8
Second-Year Teachers													
Elementary..........	126	28	22.2	75	59.5	50	39.7	51	40.5	15	11.9	65	51.6
Secondary...........	135	23	17.1	59	43.7	21	15.5	62	45.9	31	22.9	41	30.4
Special Curriculums.	106	14	13.2	45	42.4	17	16.0	49	46.2	19	17.8	29	27.4
First and Second-Year Teachers Combined													
Elementary..........	276	95	34.4	141	51.1	101	36.6	122	44.2	29	10.5	129	46.7
Secondary...........	264	48	18.2	104	39.4	48	18.2	111	42.1	65	24.6	85	32.2
Special Curriculums.	237	32	13.5	101	42.6	50	21.1	93	39.2	46	19.4	68	28.7
Combined Total........	777	175	22.5	346	44.5	199	25.6	326	42.0	140	18.0	282	36.3

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 62

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PREPARING AND TEACHING INFORMATION ON GUIDANCE

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	26	17.3	29	19.3	28	18.7	72	48.0	21	14.0	45	30.0
Secondary...........	129	27	21.0	65	50.4	35	27.2	52	40.4	22	17.1	38	29.4
Special Curriculums.	131	16	12.2	53	40.4	37	28.2	59	45.0	14	10.7	40	30.5
Second-Year Teachers													
Elementary..........	126	19	15.1	24	19.1	30	23.8	38	30.2	21	16.7	40	31.8
Secondary...........	135	22	16.3	63	46.7	34	25.2	56	41.5	21	15.5	40	29.6
Special Curriculums.	106	11	10.4	50	47.2	34	32.1	49	46.2	5	4.7	28	26.4
First and Second-Year Teachers Combined													
Elementary..........	276	45	16.3	53	19.2	58	21.0	110	39.9	42	15.2	85	30.8
Secondary...........	264	49	18.2	128	48.5	69	26.1	108	40.9	43	16.3	78	29.6
Special Curriculums.	237	27	11.4	103	43.5	71	30.0	108	45.6	19	8.0	68	28.7
Combined Total........	777	121	15.6	284	36.6	198	25.5	326	42.0	104	13.4	231	29.7

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[a] **VV represents Very Valuable; SV, Some Value; NV, Little or No Value.**

TABLE 63

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN WORKING WITH CUMULATIVE RECORDS OF PUPILS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	79	52.6	140	93.4	104	69.4	38	25.3	6	4.1	113	75.4
Secondary...........	129	49	38.0	100	77.5	58	45.0	50	38.8	13	10.2	74	57.4
Special Curriculums.	131	21	16.0	72	54.9	45	34.3	52	39.8	16	12.2	50	38.2
Second-Year Teachers													
Elementary..........	126	52	41.3	114	90.5	73	58.0	40	31.8	3	2.4	87	69.1
Secondary...........	135	42	31.1	104	77.2	53	39.2	56	41.5	12	8.9	71	52.6
Special Curriculums. .	106	21	19.8	75	70.8	34	32.1	56	52.8	4	3.8	51	48.1
First and Second-Year Teachers Combined													
Elementary..........	276	131	47.5	254	92.0	177	64.1	78	28.3	9	3.3	200	72.5
Secondary...........	264	91	34.5	204	77.3	111	41.7	106	40.2	25	9.5	145	54.9
Special Curriculums.	237	42	17.7	147	62.0	79	33.3	108	45.6	20	8.4	101	42.6
Combined Total........	777	264	34.0	605	77.9	367	47.2	292	37.6	54	6.6	446	57.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 64

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN WORKING WITH ANECDOTAL RECORDS OF PUPILS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	56	37.3	91	60.6	64	42.7	58	38.6	7	4.7	84	56.0
Secondary...........	129	34	26.4	64	49.6	36	27.9	60	46.5	18	14.0	50	38.8
Special Curriculums.	131	11	8.4	36	27.4	31	23.6	49	37.4	20	15.3	37	28.2
Second-Year Teachers													
Elementary..........	126	39	31.0	81	64.3	48	38.1	54	42.9	6	4.8	68	54.0
Secondary...........	135	21	15.5	73	54.1	27	20.0	63	46.7	22	16.3	48	35.6
Special Curriculums.	106	14	13.2	47	44.4	26	24.5	48	45.3	5	4.7	36	33.9
First and Second-Year Teachers Combined													
Elementary..........	276	95	34.4	172	62.3	112	40.6	112	40.6	13	4.7	152	55.1
Secondary...........	264	55	20.8	137	51.9	63	23.9	123	46.6	40	15.2	98	37.1
Special Curriculums.	237	25	10.6	83	35.0	57	24.1	97	40.9	25	10.6	73	30.8
Combined Total........	777	175	22.5	392	50.5	232	29.9	332	42.7	78	10.0	323	41.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 65

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ASSUMING HOMEROOM RESPONSIBILITIES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	90	60.0	110	73.4	87	58.0	39	26.0	7	4.7	95	63.4
Secondary...........	129	88	68.3	108	83.7	84	65.2	39	30.2	4	3.1	99	76.7
Special Curriculums.	131	48	36.6	70	53.4	57	43.5	40	30.5	16	12.2	78	59.5
Second-Year Teachers													
Elementary..........	126	65	51.6	98	77.8	66	52.4	38	30.2	5	4.0	83	65.9
Secondary...........	135	93	68.9	119	88.3	80	59.3	39	28.9	9	6.7	102	75.6
Special Curriculums.	106	37	34.8	72	67.9	37	34.8	47	44.4	11	10.4	61	57.5
First and Second-Year Teachers Combined													
Elementary..........	276	155	56.2	208	75.4	153	55.4	77	27.9	12	4.4	178	64.5
Secondary...........	264	181	68.6	227	86.0	164	62.1	78	29.6	13	4.9	201	76.1
Special Curriculums.	237	85	35.9	142	59.9	94	39.7	87	36.7	27	11.4	139	58.7
Combined Total........	777	421	54.2	577	74.3	411	52.9	242	31.2	52	6.7	518	66.7

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 66

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PRESENTING ASSEMBLY PROGRAMS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	40	26.6	77	51.4	53	35.3	63	42.0	16	10.7	68	45.4
Secondary...........	129	12	9.3	46	35.7	23	17.8	59	45.7	28	21.7	33	25.6
Special Curriculums.	131	10	7.6	38	29.0	26	19.8	49	37.4	28	21.4	32	24.4
Second-Year Teachers													
Elementary..........	126	29	23.0	86	68.3	35	27.8	67	53.2	8	6.4	60	47.6
Secondary...........	135	15	11.1	67	49.7	26	19.3	62	45.9	32	23.7	40	29.6
Special Curriculums.	106	8	7.5	48	45.3	22	20.8	47	44.4	17	16.0	28	26.4
First and Second-Year Teachers Combined													
Elementary..........	276	69	24.6	163	59.1	88	31.9	130	47.1	24	8.7	128	46.4
Secondary...........	264	27	10.2	113	42.8	49	18.6	121	45.8	60	22.7	73	27.7
Special Curriculums.	237	18	7.6	86	36.3	48	20.3	96	40.5	45	19.0	60	25.3
Combined Total........	777	114	14.7	362	46.6	185	23.8	347	44.7	129	16.6	261	33.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 67

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TAKING CHARGE OF THE SCHOOL PLAYGROUND

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV^a		SV^a		NV^a			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	96	64.0	125	83.4	67	44.6	65	43.4	11	7.3	92	61.4
Secondary...........	129	9	7.0	22	17.1	13	10.2	53	41.1	29	22.5	24	18.6
Special Curriculums.	131	11	8.4	20	15.3	16	12.2	40	30.5	37	28.2	22	16.8
Second-Year Teachers													
Elementary..........	126	68	54.0	106	84.2	49	38.8	50	39.7	17	13.5	76	60.3
Secondary...........	135	8	5.9	27	20.0	17	12.6	38	28.2	43	31.8	28	20.7
Special Curriculums.	106	14	13.2	28	26.4	17	16.0	42	39.6	21	19.8	25	23.6
First and Second-Year Teachers Combined													
Elementary..........	276	164	59.4	231	83.7	116	42.0	115	41.7	28	10.1	168	60.9
Secondary...........	264	17	6.4	49	18.6	30	11.4	91	34.5	72	27.3	52	19.7
Special Curriculums.	237	25	10.6	48	20.3	33	13.9	82	34.6	58	24.5	47	19.8
Combined Total........	777	206	26.5	328	42.2	179	23.0	288	37.1	158	20.3	267	34.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 68

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN SUPERVISING STUDY HALLS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	11	7.3	24	16.0	23	15.3	58	38.6	28	18.7	56	37.3
Secondary...........	129	78	60.5	102	79.1	40	31.0	53	41.1	34	26.4	67	52.0
Special Curriculums.	131	48	36.6	77	58.7	26	19.8	48	36.6	41	31.2	49	37.4
Second-Year Teachers													
Elementary..........	126	5	4.0	20	15.9	17	13.5	35	27.8	34	27.0	45	35.8
Secondary...........	135	77	57.0	107	79.4	39	28.9	57	42.3	29	21.4	81	60.0
Special Curriculums.	106	40	37.8	72	67.9	26	24.5	46	43.4	20	18.9	39	36.8
First and Second-Year Teachers Combined													
Elementary..........	276	16	5.8	44	15.9	40	14.5	93	33.7	62	22.5	101	36.6
Secondary...........	264	155	58.7	209	79.2	79	29.9	110	41.7	63	23.9	148	56.1
Special Curriculums.	237	88	37.1	149	62.9	52	21.9	94	39.7	61	25.7	88	37.1
Combined Total........	777	259	33.3	402	51.7	171	22.0	297	38.2	186	23.9	337	43.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 69

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN SPONSORING CO-CURRICULAR ACTIVITIES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	14	9.3	37	24.6	27	18.0	73	48.6	12	8.0	46	30.6
Secondary............	129	31	24.0	88	68.3	52	40.4	56	43.5	12	9.3	56	43.5
Special Curriculums.	131	25	19.1	73	55.7	45	34.3	62	47.3	6	4.6	53	40.4
Second-Year Teachers													
Elementary...........	126	12	9.5	39	31.0	28	22.2	59	46.8	12	9.5	43	34.2
Secondary............	135	29	21.4	104	77.2	53	39.2	61	45.2	10	7.4	68	50.4
Special Curriculums.	106	13	12.3	73	68.9	42	39.6	43	40.6	7	6.6	39	36.8
First and Second-Year Teachers Combined													
Elementary...........	276	26	9.4	76	27.5	55	19.9	132	47.8	24	8.7	89	32.3
Secondary............	264	60	22.7	192	72.7	105	39.8	117	44.3	22	8.3	124	47.0
Special Curriculums.	237	38	16.0	146	61.6	87	36.7	105	44.3	13	5.5	92	38.8
Combined Total........	777	124	16.0	414	53.3	247	31.8	354	45.6	59	7.6	305	39.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 70

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN COUNSELING INDIVIDUAL PUPILS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV^a		SV^a		NV^a			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	41	27.4	92	61.4	89	59.4	44	29.3	6	4.1	80	53.4
Secondary...........	129	39	30.2	95	73.7	74	57.4	39	30.2	6	4.7	75	58.2
Special Curriculums.	131	28	21.4	83	63.4	78	59.5	29	22.2	3	2.3	62	47.3
Second-Year Teachers													
Elementary..........	126	26	20.6	87	69.1	68	54.0	38	30.2	3	2.4	68	54.0
Secondary...........	135	46	34.1	104	77.2	81	60.0	35	25.9	7	5.2	81	60.0
Special Curriculums.	106	22	20.8	81	76.4	51	48.1	40	37.8	2	1.9	44	41.5
First and Second-Year Teachers Combined													
Elementary..........	276	67	24.3	179	64.9	157	56.9	82	29.7	9	3.3	148	53.6
Secondary...........	264	85	32.2	199	75.4	155	58.7	74	28.0	13	4.9	156	59.1
Special Curriculums.	237	50	21.1	164	69.2	129	54.4	69	29.1	5	2.1	106	44.7
Combined Total........	777	202	26.0	542	69.8	441	56.8	225	29.0	27	3.5	410	52.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 71

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN VISITING HOMES OF PUPILS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	27	18.0	63	42.0	51	34.0	66	44.0	15	10.0	56	37.3
Secondary...........	129	10	7.8	42	32.6	24	18.6	61	47.3	24	18.6	23	17.8
Special Curriculums.	131	5	3.8	23	17.6	30	22.7	49	37.4	21	16.0	18	13.7
Second-Year Teachers													
Elementary..........	126	13	10.3	62	49.2	51	40.5	41	32.6	12	9.5	42	33.4
Secondary...........	135	9	6.7	51	37.8	27	20.0	46	34.1	32	23.7	23	17.1
Special Curriculums.	106	6	5.7	39	36.8	24	22.6	48	45.3	15	14.2	21	19.8
First and Second-Year Teachers Combined													
Elementary..........	276	40	14.5	125	45.3	102	37.0	107	38.8	27	9.8	98	35.5
Secondary...........	264	19	7.2	93	35.2	51	19.3	107	40.5	56	21.2	46	17.4
Special Curriculums.	237	11	4.6	62	26.2	54	22.8	97	40.9	36	15.2	39	16.5
Combined Total........	777	70	9.0	280	36.0	207	25.9	311	40.0	119	15.3	183	23.6

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 72

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN OBSERVING JUVENILE COURT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	5	3.3	6	4.1	21	14.0	58	38.6	27	18.0	29	19.3
Secondary...........	129	7	5.4	10	7.8	24	18.6	51	39.6	24	18.6	30	23.2
Special Curriculums.	131	2	1.5	4	3.1	20	15.3	41	31.2	26	19.8	25	19.1
Second-Year Teachers													
Elementary..........	126	0	0.0	6	4.8	20	15.9	42	33.4	27	21.4	31	24.6
Secondary...........	135	4	3.0	15	11.1	22	16.3	48	35.6	29	21.4	25	18.5
Special Curriculums.	106	2	1.9	12	11.3	21	19.8	33	31.2	17	16.0	25	23.6
First and Second-Year Teachers Combined													
Elementary..........	276	5	1.8	12	4.4	41	14.9	100	36.2	54	19.6	60	21.7
Secondary...........	264	11	4.2	25	9.5	46	17.4	99	37.5	53	20.1	55	20.8
Special Curriculums.	237	4	1.7	16	6.8	41	17.3	74	31.2	43	18.1	50	21.1
Combined Total........	777	20	2.6	53	6.8	128	16.5	273	35.1	150	19.3	165	21.2

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 73

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PARTICIPATING IN OTHER ACTIVITIES SUCH AS PLAYS, SPORTS, ETC.

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	57	38.0	78	52.0	46	30.6	64	42.7	18	12.0	56	37.3
Secondary...........	129	32	24.8	80	62.0	46	35.7	59	45.7	13	10.2	52	40.4
Special Curriculums.	131	31	23.6	77	58.7	46	35.1	50	38.2	15	11.5	52	39.8
Second-Year Teachers													
Elementary..........	126	38	30.2	85	67.5	40	31.8	53	42.1	12	9.5	56	44.4
Secondary...........	135	38	28.2	108	80.1	48	35.6	56	41.5	17	12.6	55	40.7
Special Curriculums.	106	23	21.7	76	71.7	42	39.6	42	39.6	11	10.4	33	31.2
First and Second-Year Teachers Combined													
Elementary..........	276	95	34.4	163	59.1	86	31.2	117	42.4	30	10.9	112	40.6
Secondary...........	264	70	26.5	188	71.2	94	35.6	115	43.6	30	11.4	107	40.5
Special Curriculums.	237	54	22.8	153	64.6	88	37.1	92	38.8	26	11.0	85	35.9
Combined Total........	777	219	28.2	504	64.9	268	34.5	324	41.7	86	11.1	304	39.1

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 74

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ASSUMING RESPONSIBILITY DURING A FIRE DRILL OR AIR RAID

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	88	58.6	136	90.6	108	72.0	32	21.4	6	4.1	98	65.4
Secondary...........	129	52	40.4	111	86.0	58	45.0	55	42.7	10	7.8	70	54.4
Special Curriculums.	131	33	25.2	101	77.0	58	44.3	49	37.4	11	8.4	66	50.4
Second-Year Teachers													
Elementary..........	126	45	35.8	110	87.3	69	54.8	41	32.6	8	6.4	85	67.5
Secondary...........	135	45	33.4	118	87.5	53	39.2	59	43.7	16	11.8	70	51.9
Special Curriculums.	106	26	24.5	94	88.6	58	54.7	35	33.0	9	8.5	51	48.1
First and Second-Year Teachers Combined													
Elementary..........	276	133	48.2	246	89.1	177	64.1	73	26.5	14	5.1	183	66.3
Secondary...........	264	97	36.7	229	86.7	111	42.1	114	43.2	26	9.9	140	53.0
Special Curriculums.	237	59	24.9	195	82.3	116	49.0	84	35.4	20	8.4	117	49.4
Combined Total........	777	289	37.2	670	86.2	404	52.0	271	34.9	60	7.7	440	56.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 75

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PROCTORING DETENTION ROOM

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	6	4.1	12	8.0	11	7.3	56	37.3	35	23.4	21	14.0
Secondary...........	129	15	11.6	46	35.7	17	13.2	45	34.9	49	38.0	30	23.2
Special Curriculums.	131	7	5.3	43	32.8	19	14.5	36	27.4	46	35.1	25	19.1
Second-Year Teachers													
Elementary..........	126	3	2.4	9	7.2	8	6.4	29	23.0	42	33.4	16	12.7
Secondary...........	135	15	11.1	60	44.5	20	14.8	48	35.6	42	31.1	33	24.4
Special Curriculums.	106	3	2.8	44	41.5	16	15.2	32	30.2	34	32.1	21	19.8
First and Second-Year Teachers Combined													
Elementary..........	276	9	3.3	21	7.6	19	6.9	85	30.8	77	27.9	37	13.4
Secondary...........	264	30	11.4	106	40.2	37	14.0	93	35.2	91	34.5	63	23.9
Special Curriculums.	237	10	4.2	87	36.7	35	14.8	68	28.7	80	33.8	46	19.4
Combined Total........	777	49	6.3	214	27.5	91	11.7	246	31.7	248	31.9	146	18.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 76

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TEACHING THE USE OF A LIBRARY

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV^a		SV^a		NV^a			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	42	28.0	79	52.6	81	54.0	50	33.4	5	3.3	85	56.6
Secondary...........	129	25	19.4	61	47.3	52	40.4	43	33.4	17	13.2	51	39.6
Special Curriculums.	131	13	9.9	29	22.2	43	32.8	42	32.0	13	9.9	38	29.0
Second-Year Teachers													
Elementary..........	126	25	19.9	74	58.7	69	54.8	33	26.2	1	0.8	77	61.1
Secondary...........	135	19	14.1	61	45.2	54	40.0	44	32.6	14	10.4	47	34.8
Special Curriculums.	106	11	10.4	34	32.1	41	38.7	28	26.4	11	10.4	34	32.1
First and Second-Year Teachers Combined													
Elementary..........	276	67	24.3	153	55.4	150	54.4	83	30.1	6	2.2	162	58.7
Secondary...........	264	44	16.7	122	46.2	106	40.2	87	33.0	31	11.7	98	37.1
Special Curriculums.	237	24	10.1	63	26.6	84	35.4	70	29.5	24	10.1	72	30.4
Combined Total........	777	135	17.4	338	43.5	340	43.8	240	30.9	61	7.9	332	42.7

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 77

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN SUBSTITUTING IN AN EMERGENCY

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	85	56.6	48	32.0	87	58.0	29	19.3	8	5.3	79	52.6
Secondary...........	129	63	48.9	80	62.0	52	40.4	52	40.4	17	13.2	57	44.3
Special Curriculums.	131	42	32.0	68	51.9	47	35.8	47	35.8	14	10.7	55	41.9
Second-Year Teachers													
Elementary..........	126	50	39.7	38	30.2	54	42.9	40	31.8	4	3.2	69	54.8
Secondary...........	135	63	46.7	84	62.2	45	33.4	59	43.7	14	10.4	57	42.3
Special Curriculums.	106	44	41.5	72	67.9	36	33.9	41	38.7	15	14.2	43	40.6
First and Second-Year Teachers Combined													
Elementary..........	276	135	48.9	86	31.2	141	51.1	69	25.0	12	4.4	148	53.6
Secondary...........	264	126	47.7	164	62.1	97	36.7	111	42.1	31	11.7	114	43.2
Special Curriculums.	237	86	36.3	140	59.1	83	35.0	88	37.1	29	12.2	98	41.4
Combined Total........	777	347	44.7	390	50.2	321	41.3	268	34.5	72	9.3	360	46.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 78

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN OBSERVING COMMUNITY RESOURCES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	85	56.6	113	75.4	96	64.0	40	26.6	4	2.7	96	64.0
Secondary...........	129	38	29.4	83	64.4	48	37.2	66	51.3	9	7.0	67	52.0
Special Curriculums.	131	39	29.8	74	56.5	56	42.7	49	37.4	7	5.3	60	45.8
Second-Year Teachers													
Elementary..........	126	60	47.6	93	73.8	71	56.4	40	31.8	1	0.8	74	58.7
Secondary...........	135	32	23.7	84	62.2	51	37.8	58	43.0	8	5.9	65	48.2
Special Curriculums.	106	37	34.8	79	74.5	46	43.4	45	42.4	4	3.8	54	50.9
First and Second-Year Teachers Combined													
Elementary..........	276	145	52.5	206	74.6	167	60.5	80	29.0	5	1.8	170	61.6
Secondary...........	264	70	26.5	167	63.3	99	37.5	124	47.0	17	6.4	132	50.0
Special Curriculums.	237	76	32.1	153	64.6	102	43.0	94	39.7	11	4.6	114	48.1
Combined Total.......	777	291	37.5	526	67.7	368	47.4	298	38.4	33	4.3	416	53.5

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 79

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN USING COMMUNITY RESOURCES IN THEIR TEACHING

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	81	54.0	124	82.6	109	72.6	23	15.3	3	2.0	104	69.4
Secondary...........	129	36	27.9	76	58.9	55	42.7	56	43.5	5	3.9	62	48.1
Special Curriculums.	131	22	16.8	66	50.4	61	46.5	41	31.2	7	5.3	61	46.5
Second-Year Teachers													
Elementary..........	126	61	48.4	103	81.7	81	64.3	31	24.6	2	1.6	82	65.1
Secondary...........	135	31	22.9	85	62.9	62	45.9	48	35.6	10	7.4	75	55.6
Special Curriculums.	106	30	28.3	77	72.7	64	60.4	31	29.2	1	0.9	60	56.6
First and Second-Year Teachers Combined													
Elementary..........	276	142	51.5	227	82.3	190	68.8	54	19.6	5	1.8	186	67.4
Secondary...........	264	67	25.4	161	61.0	117	44.3	104	39.4	15	5.7	137	51.9
Special Curriculums.	237	52	21.9	143	60.3	125	52.7	72	30.4	8	3.4	121	51.1
Combined Total........	777	261	33.6	531	68.3	432	55.6	230	29.6	28	3.6	444	57.1

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 80

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN MAKING AN INVENTORY OF SUPPLIES AND EQUIPMENT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	33	22.0	122	81.4	65	43.4	58	38.6	14	9.3	65	43.4
Secondary...........	129	20	15.5	99	76.7	40	31.0	55	42.7	27	21.0	49	38.0
Special Curriculums.	131	39	29.8	109	83.2	87	66.4	24	18.3	6	4.6	80	61.0
Second-Year Teachers													
Elementary..........	126	26	20.6	106	84.2	42	33.4	58	46.1	16	12.7	46	36.5
Secondary...........	135	25	18.5	117	86.8	45	33.4	50	37.0	25	18.5	52	38.5
Special Curriculums.	106	35	33.0	97	91.5	77	72.7	21	19.8	3	2.8	65	61.3
First and Second-Year Teachers Combined													
Elementary..........	276	59	21.4	228	82.6	107	38.8	116	42.0	30	10.9	111	40.2
Secondary...........	264	45	17.1	216	81.8	85	32.2	105	39.8	52	19.7	101	38.3
Special Curriculums.	237	74	31.2	206	86.9	164	69.2	45	19.0	9	3.8	145	61.2
Combined Total........	777	178	22.9	650	83.7	356	45.8	266	34.2	91	11.7	357	46.0

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 81

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN REQUISITIONING SUPPLIES AND EQUIPMENT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	26	17.3	136	90.6	79	52.6	58	38.6	5	3.3	74	49.4
Secondary............	129	29	22.5	117	90.7	52	40.4	46	35.7	27	21.0	63	48.9
Special Curriculums.	131	32	24.4	111	84.7	91	69.4	23	17.6	4	3.1	83	63.4
Second-Year Teachers													
Elementary...........	126	20	15.9	114	90.5	58	46.1	56	44.4	10	7.9	57	45.2
Secondary............	135	25	18.5	125	92.7	53	39.2	52	38.5	16	11.8	63	46.7
Special Curriculums.	106	24	22.6	100	94.4	81	76.4	18	17.0	1	0.9	74	69.8
First and Second-Year Teachers Combined													
Elementary...........	276	46	16.7	250	90.6	137	49.6	114	41.3	15	5.4	131	47.5
Secondary............	264	54	20.5	242	91.7	105	39.8	98	37.1	43	16.3	126	47.7
Special Curriculums.	237	56	23.6	211	89.0	172	72.6	41	17.3	5	2.1	157	66.2
Combined Total........	777	156	20.1	703	90.5	414	53.3	253	32.6	63	8.1	414	53.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 82

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN EVALUATING TEXT AND REFERENCE BOOKS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	63	42.0	99	66.0	84	56.0	46	30.6	9	6.0	91	60.6
Secondary............	129	45	34.9	101	78.4	82	63.6	39	30.2	3	2.3	86	66.7
Special Curriculums.	131	49	37.4	94	71.6	83	63.4	27	20.6	2	1.5	83	63.4
Second-Year Teachers													
Elementary...........	126	38	30.2	102	81.0	62	49.2	49	38.9	5	4.0	72	57.2
Secondary............	135	40	29.6	118	87.5	87	64.4	30	22.2	7	5.2	87	64.4
Special Curriculums.	106	32	30.2	89	83.9	72	67.9	25	23.6	0	0.0	63	59.4
First and Second-Year Teachers Combined													
Elementary...........	276	101	36.6	201	72.8	146	52.9	95	34.4	14	5.1	163	59.1
Secondary............	264	85	32.2	219	83.0	169	64.0	69	26.1	10	3.8	173	65.5
Special Curriculums.	237	81	34.2	183	77.2	155	65.4	52	21.9	2	0.8	146	61.6
Combined Total........	777	267	34.4	603	77.6	470	60.5	216	27.8	26	3.4	482	62.0

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 83

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ORDERING TEXT BOOKS AND REFERENCE MATERIAL

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	14	9.3	113	75.4	82	54.6	51	34.0	5	3.3	62	41.4
Secondary...........	129	11	8.5	95	73.7	60	46.5	49	38.0	12	9.3	50	38.8
Special Curriculums.	131	21	16.0	102	77.8	83	63.4	27	20.6	7	5.3	70	53.4
Second-Year Teachers													
Elementary..........	126	10	7.9	104	82.5	54	42.9	53	42.1	10	7.9	37	29.4
Secondary...........	135	11	8.2	117	86.8	62	45.9	50	37.0	8	5.9	56	41.5
Special Curriculums.	106	10	9.4	92	86.7	68	64.2	26	24.5	3	2.8	49	46.2
First and Second-Year Teachers Combined													
Elementary..........	276	24	8.7	217	78.6	136	49.3	104	37.7	15	5.4	99	35.9
Secondary...........	264	22	8.3	212	80.3	122	46.2	99	37.5	20	7.6	106	40.2
Special Curriculums.	237	31	13.1	194	81.9	151	63.7	53	22.4	10	4.2	119	50.2
Combined Total.......	777	77	9.9	623	80.2	409	52.6	256	33.0	45	5.8	324	41.7

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 84

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ORDERING FILMS AND COMMERCIAL VISUAL MATERIAL

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	34	22.6	113	75.4	76	50.6	62	41.4	3	2.0	68	45.4
Secondary............	129	28	21.7	97	75.2	60	46.5	48	37.2	11	8.5	57	53.4
Special Curriculums.	131	29	22.2	89	67.9	65	49.6	42	32.0	7	5.3	70	53.4
Second-Year Teachers													
Elementary...........	126	23	18.2	95	75.4	54	42.9	45	35.8	11	8.7	48	38.1
Secondary............	135	34	25.2	105	77.9	55	40.7	64	47.4	7	5.2	69	51.1
Special Curriculums.	106	20	18.9	80	75.4	59	55.6	33	31.2	2	1.9	55	51.9
First and Second-Year Teachers Combined													
Elementary...........	276	57	20.7	208	75.4	130	47.1	107	38.8	14	5.1	116	42.0
Secondary............	264	62	23.5	202	76.5	115	43.6	112	42.4	18	6.8	126	47.7
Special Curriculums.	237	49	20.7	169	71.3	124	52.3	75	31.7	9	3.8	125	52.7
Combined Total........	777	168	21.6	579	74.5	369	47.5	294	37.8	41	5.3	367	47.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 85

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN KEEPING STATE ATTENDANCE REPORTS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV^a		SV^a		NV^a			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	136	90.6	138	92.0	116	77.4	23	15.3	10	6.7	118	78.6
Secondary............	129	91	70.6	101	78.4	69	53.5	28	21.7	27	21.0	85	65.9
Special Curriculums.	131	82	62.5	58	44.3	51	38.9	35	26.7	25	19.1	74	56.5
Second-Year Teachers													
Elementary...........	126	99	78.6	115	91.3	78	61.9	26	20.6	14	11.1	98	77.8
Secondary............	135	83	61.5	105	77.9	66	48.9	34	25.2	28	20.7	91	67.4
Special Curriculums.	106	52	49.1	55	51.9	46	43.4	38	35.8	12	11.3	64	60.4
First and Second-Year Teachers Combined													
Elementary...........	276	235	85.1	253	91.7	194	70.3	49	17.8	24	8.7	216	78.3
Secondary............	264	174	65.9	206	78.0	135	51.1	62	23.5	55	20.8	176	66.7
Special Curriculums.	237	134	56.5	113	47.7	97	40.9	73	30.8	37	15.6	138	58.2
Combined Total........	777	543	69.9	572	73.6	426	54.8	184	23.7	116	14.9	530	68.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 86

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ATTENDING FACULTY MEETINGS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	102	68.1	142	94.6	78	52.0	61	40.7	6	4.1	86	57.4
Secondary...........	129	70	54.3	121	93.9	54	41.8	60	46.5	17	13.2	74	57.4
Special Curriculums.	131	73	55.7	112	85.5	58	44.3	45	34.3	16	12.2	71	54.2
Second-Year Teachers													
Elementary..........	126	46	36.5	117	92.9	52	41.3	53	42.1	13	10.3	65	51.6
Secondary...........	135	68	50.4	125	92.7	58	43.0	49	36.3	17	12.6	77	57.0
Special Curriculums.	106	57	53.7	101	95.3	44	41.5	43	40.6	11	10.4	62	58.5
First and Second-Year Teachers Combined													
Elementary..........	276	148	53.6	259	93.8	130	47.1	114	41.3	19	6.9	151	54.7
Secondary...........	264	138	52.3	246	93.2	112	42.4	109	41.3	34	12.9	151	57.2
Special Curriculums.	237	130	54.9	213	89.9	102	43.0	88	37.1	27	11.4	133	56.1
Combined Total........	777	416	53.5	718	92.4	344	44.3	311	40.0	80	10.3	435	56.0

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 87

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN EXAMINING THE CURRICULUM ORGANIZATION OF THE SCHOOL IN WHICH THEY TAUGHT

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	40	26.6	120	80.0	79	52.6	55	36.6	3	2.0	76	50.6
Secondary............	129	38	29.4	101	78.4	65	50.4	47	36.4	8	6.2	59	45.7
Special Curriculums.	131	37	28.2	91	69.4	56	42.7	49	37.4	7	5.3	63	48.1
Second-Year Teachers													
Elementary...........	126	22	17.5	84	66.7	66	52.4	45	35.8	2	1.6	67	53.2
Secondary............	135	24	17.8	96	71.1	62	45.9	48	35.6	9	6.7	71	52.6
Special Curriculums.	106	21	19.8	80	75.4	51	48.1	40	37.8	4	3.8	52	49.1
First and Second-Year Teachers Combined													
Elementary...........	276	62	22.5	204	73.9	145	52.5	100	36.2	5	1.8	143	51.8
Secondary............	264	62	23.5	197	74.6	127	48.1	95	36.0	17	6.4	130	49.2
Special Curriculums.	237	58	24.5	171	72.2	107	45.2	89	37.6	11	4.6	115	48.5
Combined Total........	777	182	23.4	572	73.6	379	48.8	284	36.6	33	4.3	388	49.9

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 88

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PARTICIPATING IN ADULT COMMUNITY ACTIVITIES

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	44	29.3	110	73.4	47	31.4	77	51.4	13	8.6	48	32.0
Secondary...........	129	19	14.7	72	55.8	31	24.0	61	47.3	22	17.1	23	17.8
Special Curriculums.	131	18	13.7	77	58.7	47	35.8	45	34.3	19	14.5	43	32.8
Second-Year Teachers													
Elementary..........	126	20	15.9	84	66.7	32	25.4	63	50.0	16	12.7	24	19.1
Secondary...........	135	24	17.8	86	63.7	34	25.2	53	39.2	23	17.1	35	25.9
Special Curriculums.	106	23	21.7	73	68.9	36	33.9	46	43.4	11	10.4	32	30.2
First and Second-Year Teachers Combined													
Elementary..........	276	64	23.2	194	70.3	79	28.6	140	50.7	29	10.5	72	26.1
Secondary...........	264	43	16.3	158	60.0	65	24.6	114	43.2	45	17.1	58	22.0
Special Curriculums.	237	41	17.3	150	63.3	83	35.0	91	38.4	30	12.7	75	31.7
Combined Total........	777	148	19.1	502	64.6	227	29.2	345	44.4	104	13.4	205	26.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 89

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN CONFERRING WITH PUBLIC SCHOOL ADMINISTRATORS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	51	34.0	122	81.4	65	43.4	74	49.4	7	4.7	59	39.3
Secondary............	129	39	30.2	100	77.5	44	34.1	62	48.1	12	9.3	47	36.4
Special Curriculums.	131	35	26.7	97	74.0	60	45.8	46	35.1	8	6.1	59	45.0
Second-Year Teachers													
Elementary...........	126	30	23.8	103	81.7	53	42.1	52	41.3	13	10.3	45	35.8
Secondary............	135	34	25.2	100	74.1	45	33.4	61	45.2	14	10.4	56	41.5
Special Curriculums.	106	30	28.3	86	81.1	51	48.1	45	42.4	4	3.8	43	40.6
First and Second-Year Teachers Combined													
Elementary...........	276	81	29.4	225	81.5	118	42.8	126	45.7	20	7.3	104	37.7
Secondary............	264	73	28.0	200	75.8	89	33.7	123	46.6	26	9.9	103	39.0
Special Curriculums.	237	65	27.4	183	77.2	111	46.8	91	38.4	12	5.1	102	43.0
Combined Total........	777	219	28.2	608	78.3	318	40.9	340	43.8	58	7.5	309	39.8

[a] **VV represents Very Valuable; SV, Some Value; NV, Little or No Value.**

TABLE 90

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN HELPING WITH VARIOUS DEPARTMENTAL AND SCHOOL REPORTS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	17	11.3	86	57.4	37	24.6	81	54.0	20	13.3	46	30.6
Secondary............	129	26	20.2	92	71.4	33	25.6	56	43.5	31	24.0	33	25.6
Special Curriculums.	131	16	12.2	73	55.7	36	27.4	52	39.3	15	11.5	32	24.4
Second-Year Teachers													
Elementary...........	126	5	4.0	71	56.4	18	14.3	60	47.6	22	17.5	30	23.8
Secondary............	135	14	10.4	104	77.2	28	20.7	65	48.2	20	14.8	52	38.5
Special Curriculums.	106	11	10.4	80	75.4	37	34.8	49	46.2	7	6.6	34	32.1
First and Second-Year Teachers Combined													
Elementary...........	276	22	8.0	157	56.9	55	19.9	141	51.1	42	15.2	76	27.5
Secondary............	264	40	15.2	196	74.2	61	23.1	121	45.8	51	19.3	85	32.2
Special Curriculums.	237	27	11.4	153	64.6	73	30.8	101	42.6	22	9.3	66	27.9
Combined Total........	777	89	11.5	506	65.1	189	24.3	363	46.7	115	14.8	227	29.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 91

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN PARTICIPATING IN A SOUND, WORKABLE, GROWING, AND DEMOCRATIC PHILOSOPHY OF EDUCATION

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	79	52.6	115	76.6	105	70.0	35	23.4	4	2.7	93	62.0
Secondary............	129	48	37.2	85	65.9	70	54.3	36	27.9	9	7.0	67	52.0
Special Curriculums.	131	50	38.2	93	71.0	79	60.3	29	22.2	3	2.3	75	57.3
Second-Year Teachers													
Elementary...........	126	54	42.9	99	78.6	81	64.3	25	19.9	3	2.4	72	57.2
Secondary............	135	48	35.6	101	74.9	71	52.6	34	25.2	11	8.2	65	48.2
Special Curriculums.	106	38	35.8	82	77.3	67	63.2	26	24.5	2	1.9	58	54.7
First and Second-Year Teachers Combined													
Elementary...........	276	133	48.2	214	77.5	186	67.4	60	21.7	7	2.5	165	59.8
Secondary............	264	96	36.4	186	70.5	141	53.4	70	26.5	20	7.6	132	50.0
Special Curriculums.	237	88	37.1	175	73.8	146	61.6	55	23.2	5	2.1	133	56.1
Combined Total........	777	317	40.8	575	74.0	473	60.9	185	23.8	32	4.1	430	55.3

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 92

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DEVELOPING PROFESSIONAL INTERESTS, ATTITUDES, AND IDEALS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	106	70.6	134	89.4	120	80.0	22	14.7	3	2.0	102	68.1
Secondary...........	129	77	59.7	116	90.0	94	72.9	24	18.6	4	3.1	90	69.8
Special Curriculums.	131	79	60.3	109	83.2	98	74.6	18	13.7	2	1.5	86	65.6
Second-Year Teachers													
Elementary..........	126	65	51.6	107	85.0	85	67.5	32	25.4	1	0.8	93	73.8
Secondary...........	135	70	51.9	114	84.5	93	68.9	29	21.4	3	2.2	94	69.6
Special Curriculums.	106	61	57.5	92	86.7	80	75.4	19	17.8	2	1.9	70	66.0
First and Second-Year Teachers Combined													
Elementary..........	276	171	62.0	241	87.3	205	74.3	54	19.6	4	1.4	195	70.7
Secondary...........	264	147	55.7	230	87.1	187	70.8	53	20.1	7	2.7	184	69.7
Special Curriculums.	237	140	59.1	201	84.8	178	75.1	37	15.6	4	1.7	156	65.8
Combined Total........	777	458	58.9	672	86.5	570	73.4	144	18.5	15	1.9	535	68.9

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 93

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DISCOVERING THE EDUCATIONAL VALUE OF THE VARIOUS FIELDS OF SPECIALIZATION

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	65	43.4	94	62.6	77	51.4	52	34.6	5	3.3	82	54.6
Secondary...........	129	46	35.7	89	69.0	63	48.9	45	34.9	5	3.9	68	52.7
Special Curriculums.	131	44	33.6	86	65.6	73	55.7	37	28.2	2	1.5	71	54.2
Second-Year Teachers													
Elementary..........	126	29	23.0	81	64.3	65	51.6	33	26.2	5	4.0	61	48.4
Secondary...........	135	32	23.0	87	64.4	68	50.4	41	30.4	5	3.7	66	48.9
Special Curriculums.	106	33	31.2	88	83.0	58	54.7	39	36.8	1	0.9	51	48.1
First and Second-Year Teachers Combined													
Elementary..........	276	94	34.1	175	63.4	142	51.5	85	30.8	10	3.6	143	51.8
Secondary...........	264	78	29.6	176	66.7	131	49.6	86	32.6	10	3.8	134	50.8
Special Curriculums.	237	77	32.5	174	73.4	131	55.3	76	32.1	3	1.3	122	51.5
Combined Total........	777	249	32.1	525	67.6	404	52.0	247	31.8	23	3.0	399	51.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 94

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN KNOWING AND UNDERSTANDING THE PHILOSOPHY OF THE SCHOOL IN WHICH THEY TAUGHT

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	84	56.0	128	85.4	115	76.6	26	17.3	3	2.0	99	66.0
Secondary............	129	51	39.6	103	79.8	83	64.4	32	24.8	5	3.9	74	57.4
Special Curriculums.	131	45	34.3	99	75.5	83	63.4	30	22.7	5	3.8	75	57.3
Second-Year Teachers													
Elementary..........	126	48	38.1	106	84.2	88	69.9	25	19.9	1	0.8	76	60.3
Secondary............	135	48	35.6	108	80.1	79	58.5	33	24.4	7	5.2	75	55.6
Special Curriculums.	106	39	36.8	90	84.9	72	67.9	25	24.5	1	0.9	64	60.4
First and Second-Year Teachers Combined													
Elementary..........	276	132	47.8	234	84.8	203	73.6	51	18.5	4	1.4	175	63.4
Secondary............	264	99	37.5	211	79.9	162	61.4	65	24.6	12	4.6	149	56.4
Special Curriculums.	237	84	35.4	189	79.8	155	65.4	56	23.6	6	2.5	139	58.7
Combined Total........	777	315	40.5	634	81.6	520	66.9	172	22.1	22	2.8	463	59.6

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 95

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ATTENDING PROFESSIONAL MEETINGS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	94	62.6	138	92.0	68	45.4	69	46.0	8	5.3	83	55.4
Secondary...........	129	49	38.0	118	91.5	44	34.1	63	48.9	18	14.0	58	45.0
Special Curriculums.	131	78	59.5	109	83.2	70	53.4	40	30.5	12	9.2	76	58.0
Second-Year Teachers													
Elementary..........	126	52	41.3	116	92.1	51	40.5	58	46.1	9	7.2	72	57.2
Secondary...........	135	38	28.2	122	90.5	50	37.0	61	45.2	12	8.9	67	49.7
Special Curriculums.	106	54	50.9	99	93.4	60	56.6	32	30.2	6	5.7	63	59.4
First and Second-Year Teachers Combined													
Elementary..........	276	146	52.9	254	92.0	119	43.1	127	46.0	17	6.2	155	56.2
Secondary...........	264	87	33.0	240	90.9	94	35.6	124	47.0	30	11.4	125	47.4
Special Curriculums.	237	132	55.7	208	87.8	130	54.9	72	30.4	18	7.6	139	58.7
Combined Total........	777	365	47.0	702	90.4	343	44.1	323	41.6	65	8.4	419	53.9

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 96

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN JOINING PROFESSIONAL ORGANIZATIONS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	48	32.0	140	93.4	69	46.0	63	42.0	10	6.7	50	33.4
Secondary............	129	32	24.8	116	90.0	35	27.2	65	50.4	22	17.1	37	28.7
Special Curriculums.	131	45	34.3	110	83.9	64	48.8	46	35.1	11	8.4	58	44.3
Second-Year Teachers													
Elementary...........	126	28	22.2	115	91.3	55	43.1	50	39.7	11	8.7	45	35.8
Secondary............	135	20	14.8	121	89.7	45	33.4	57	42.3	17	12.6	44	32.6
Special Curriculums.	106	48	45.3	100	94.4	59	55.6	34	32.1	9	8.5	49	46.2
First and Second-Year Teachers Combined													
Elementary...........	276	76	27.5	255	92.4	124	44.9	113	40.9	21	7.6	95	34.4
Secondary............	264	52	19.7	237	89.8	80	30.3	122	46.2	39	14.8	81	30.7
Special Curriculums.	237	93	39.2	210	88.6	123	51.9	80	33.8	20	8.4	107	45.2
Combined Total........	777	221	28.4	702	90.4	327	42.1	315	40.5	80	10.3	283	36.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 97

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN DOING LIMITED EDUCATIONAL RESEARCH

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	44	29.3	75	50.0	50	33.4	74	49.4	7	4.7	49	32.6
Secondary...........	129	35	27.2	64	49.6	52	40.4	47	36.4	10	7.8	47	36.4
Special Curriculums.	131	41	31.2	67	51.1	44	33.6	55	41.9	6	4.6	55	41.9
Second-Year Teachers													
Elementary..........	126	22	17.5	72	57.2	43	34.2	57	45.2	7	5.6	45	35.8
Secondary...........	135	26	19.3	83	61.5	47	34.8	49	36.3	14	10.4	53	39.2
Special Curriculums.	106	27	25.4	59	55.6	44	41.5	39	36.8	5	4.7	40	37.8
First and Second-Year Teachers Combined													
Elementary..........	276	66	23.9	147	53.3	93	33.7	131	47.5	14	5.1	94	34.1
Secondary...........	264	61	23.1	147	55.7	99	37.5	96	36.4	24	9.1	100	37.9
Special Curriculums.	237	68	28.7	126	53.2	88	37.1	94	39.7	11	4.6	95	40.1
Combined Total........	777	195	25.1	420	54.1	280	36.0	321	41.3	49	6.3	289	37.2

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 98

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ORGANIZING A PROFESSIONAL FILE OF TEACHING MATERIAL OF BOTH PICTURES AND SUBJECT MATTER

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	113	75.4	131	87.4	119	79.4	18	12.0	3	2.0	111	74.0
Secondary...........	129	50	38.8	93	72.1	87	67.5	29	22.5	5	3.9	80	62.0
Special Curriculums.	131	88	67.1	101	77.0	92	70.2	23	17.6	0	0.0	95	72.5
Second-Year Teachers													
Elementary..........	126	79	62.7	108	85.7	96	76.2	17	13.5	4	3.2	94	74.6
Secondary...........	135	43	31.8	95	70.4	80	59.3	33	24.4	5	3.7	82	60.7
Special Curriculums.	106	64	60.4	88	83.0	80	75.4	18	17.0	2	1.9	72	67.9
First and Second-Year Teachers Combined													
Elementary..........	276	192	69.6	239	86.6	215	77.9	35	12.7	7	2.5	205	74.3
Secondary...........	264	93	35.2	188	71.2	167	63.3	62	23.5	10	3.8	162	61.4
Special Curriculums.	237	152	64.1	189	79.8	172	72.6	41	17.3	2	0.8	167	70.5
Combined Total........	777	437	56.2	616	79.3	554	71.3	138	17.8	19	2.5	534	68.7

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 99

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN USING A TAPE RECORDER FOR SELF-EVALUATION

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	31	20.6	40	26.6	63	42.0	52	34.6	9	6.0	75	50.0
Secondary...........	129	26	20.2	22	17.1	49	38.0	49	38.0	12	9.3	55	42.7
Special Curriculums.	131	63	48.1	16	12.2	48	36.6	41	31.2	15	11.5	64	48.8
Second-Year Teachers													
Elementary..........	126	16	12.7	37	29.4	38	30.2	51	40.5	10	7.9	52	41.3
Secondary...........	135	10	7.4	37	27.4	41	30.4	49	36.3	19	14.1	53	39.2
Special Curriculums.	106	43	40.6	29	27.4	42	39.6	41	38.7	6	5.7	55	51.9
First and Second-Year Teachers Combined													
Elementary..........	276	47	17.0	77	27.9	101	36.6	103	37.3	19	6.9	127	46.0
Secondary...........	264	36	13.6	59	22.4	90	34.1	98	37.1	31	11.7	108	40.9
Special Curriculums.	237	106	44.7	45	19.0	90	38.0	82	34.6	21	8.9	119	50.2
Combined Total........	777	189	24.3	181	23.3	281	36.2	283	36.4	71	9.1	354	45.6

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 100

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN OBSERVING THE TEACHING BEING DONE BY OTHERS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	141	94.0	86	57.4	120	80.0	25	16.7	5	3.3	108	72.0
Secondary...........	129	115	89.2	67	52.0	88	68.3	31	24.0	7	5.4	103	79.8
Special Curriculums.	131	107	81.6	74	56.5	88	67.1	28	21.4	1	0.8	98	74.6
Second-Year Teachers													
Elementary..........	126	106	84.2	80	63.5	91	72.3	27	21.4	0	0.0	102	81.0
Secondary...........	135	107	79.4	67	49.7	83	61.5	35	25.9	2	1.5	99	73.4
Special Curriculums.	106	94	88.6	70	66.0	79	74.5	20	18.9	0	0.0	79	74.5
First and Second-Year Teachers Combined													
Elementary..........	276	247	89.5	166	60.1	211	76.5	52	18.8	5	1.8	210	76.1
Secondary...........	264	222	84.1	134	50.8	171	64.8	66	25.0	9	3.4	202	76.5
Special Curriculums.	237	201	84.8	144	60.8	167	70.5	48	20.3	1	0.4	177	74.7
Combined Total........	777	670	86.2	444	57.1	549	70.7	166	21.4	15	1.9	589	75.8

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 101

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN OBSERVING TEACHERS IN OTHER SCHOOL SYSTEMS

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary...........	150	101	67.4	56	37.3	112	74.6	21	14.0	6	4.1	104	69.4
Secondary............	129	79	61.3	36	27.9	79	61.3	33	25.6	7	5.4	89	69.0
Special Curriculums.	131	92	70.2	57	43.5	81	68.8	32	24.4	2	1.5	94	71.6
Second-Year Teachers													
Elementary...........	126	77	61.1	57	45.2	84	66.7	26	20.6	1	0.8	91	72.3
Secondary............	135	83	61.5	57	42.3	75	55.6	38	28.2	3	2.2	99	73.4
Special Curriculums.	106	79	74.5	51	48.1	76	71.7	21	19.8	0	0.0	78	73.6
First and Second-Year Teachers Combined													
Elementary...........	276	178	64.5	113	40.9	196	71.0	47	17.0	7	2.5	195	70.7
Secondary............	264	162	61.4	93	35.2	154	58.3	71	26.9	10	3.8	188	71.2
Special Curriculums.	237	171	72.2	108	45.6	157	66.2	53	22.4	2	0.8	172	72.6
Combined Total........	777	511	65.8	314	40.4	507	65.3	171	22.0	19	2.5	555	71.4

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 102

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN MAKING USE OF COURSE OUTLINES AND SYLLABI

	Total Response	Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	88	58.6	100	66.7	70	46.7	62	41.4	7	4.7	81	54.0
Secondary...........	129	52	40.4	96	74.4	55	42.7	56	43.5	11	8.5	78	60.5
Special Curriculums.	131	83	63.4	88	67.1	79	60.3	32	24.4	3	2.3	87	66.4
Second-Year Teachers													
Elementary..........	126	60	47.6	95	75.4	62	49.2	48	38.1	7	5.6	82	65.1
Secondary...........	135	51	37.8	92	68.2	57	42.3	56	41.5	9	6.7	85	62.9
Special Curriculums.	106	64	60.4	83	78.3	59	55.6	37	34.8	2	1.9	70	66.0
First and Second-Year Teachers Combined													
Elementary..........	276	148	53.6	195	70.7	132	47.8	110	39.9	14	5.1	163	59.1
Secondary...........	264	103	39.0	188	71.2	112	42.4	112	42.4	20	7.6	163	61.7
Special Curriculums.	237	147	62.0	171	72.2	138	58.2	69	29.1	5	2.1	157	66.2
Combined Total........	777	398	51.2	554	71.3	382	49.2	291	37.5	39	5.0	483	62.2

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[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 103

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN ATTENDING PARENT TEACHER ASSOCIATION MEETINGS

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	102	68.1	140	93.4	81	54.0	52	34.6	15	10.0	87	58.0
Secondary...........	129	29	22.5	88	68.3	34	26.4	46	35.7	42	32.6	39	30.2
Special Curriculums.	131	25	19.1	85	64.9	37	28.2	47	35.8	29	22.2	54	41.2
Second-Year Teachers													
Elementary..........	126	54	42.9	109	86.5	40	31.8	56	44.4	24	19.1	65	51.6
Secondary...........	135	26	19.3	90	66.7	26	19.3	49	36.3	44	32.6	39	28.9
Special Curriculums.	106	14	13.2	75	70.8	25	23.6	49	46.2	20	18.9	43	40.6
First and Second-Year Teachers Combined													
Elementary..........	276	156	56.5	249	90.2	121	43.8	108	39.1	39	14.1	152	55.1
Secondary...........	264	55	20.8	178	67.4	60	22.7	95	36.0	86	32.6	78	29.6
Special Curriculums.	237	39	16.5	160	67.5	62	26.2	96	40.5	49	20.7	97	40.9
Combined Total........	777	250	32.2	587	75.6	243	31.3	299	38.5	174	22.4	327	42.1

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

TABLE 104

COMPARISON OF THE RESPONSES MADE BY FIRST-YEAR AND SECOND-YEAR TEACHERS RELATED TO THEIR EXPERIENCES IN TEACHING IN SEVERAL GRADES OR IN MORE THAN ONE FIELD OF SPECIALIZATION

		Had This Experience in				Opinion of the Potential Value of This Experience						Recommended to Be Part of Student Teaching Program	
		Student Teaching		Public School Teaching		VV[a]		SV[a]		NV[a]			
	Total Response	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
First-Year Teachers													
Elementary..........	150	63	42.0	57	38.0	103	68.7	22	14.7	6	4.1	90	60.0
Secondary...........	129	49	38.0	99	76.7	83	64.4	30	23.2	7	5.4	79	61.3
Special Curriculums.	131	81	61.8	97	74.0	86	65.6	22	16.8	2	1.5	88	67.1
Second-Year Teachers													
Elementary..........	126	54	42.9	55	43.7	75	59.5	30	23.8	1	0.8	85	67.5
Secondary...........	135	60	44.5	1[illegible]	83.1	81	60.0	37	27.4	9	6.7	92	68.2
Special Curriculums.	106	67	63.2	90	84.9	78	73.6	21	19.8	3	2.8	75	70.8
First and Second-Year Teachers Combined													
Elementary..........	276	117	42.4	112	40.6	178	64.5	52	18.8	7	2.5	175	63.4
Secondary...........	264	109	41.3	211	79.9	164	62.1	67	25.4	16	6.1	171	64.8
Special Curriculums.	237	148	62.5	187	78.9	164	69.2	43	18.1	5	2.1	163	68.8
Combined Total........	777	374	48.1	510	65.6	506	65.1	162	20.9	28	3.6	509	65.5

[a] VV represents Very Valuable; SV, Some Value; NV, Little or No Value.

recommended the experience than did the teachers in either one or both of the other two curriculum classifications. This seemed to indicate that some of the teaching experiences were more applicable to that curriculum.

It is interesting to note that usually more elementary teachers recommended the following teaching experiences than did teachers in the other two curriculum classifications. The six exceptions are indicated by a parenthetical reference to the one other curriculum classification involved. (The figures in parentheses indicate the number of the item on the original questionnaire.)

1. Taking care of the physical condition of the room. (7) (special curriculum) -
2. Organizing and conducting field trips. (12)
3. Evaluating students. (17) (secondary)
4. Using sociograms. (19)
5. Using personality inventories. (20)
6. Developing and maintaining class progress sheets. (22) (special curriculum)
7. Doing remedial work with pupils. (23)
8. Caring for physical well-being of the pupils. (25)
9. Aiding children to develop skills of self-discipline. (28)
10. Studying abilities of children (29)
    a. slow learner.
    b. gifted.
    c. mentally retarded.
11. Learning how to group children. (31)
12. Caring for individual differences. (32)

13. Understanding the child's behavior patterns. (34)
14. Securing pupils' cooperation by pupil-teacher planning. (36)
15. Developing creative ability in students. (38)
16. Working with various commercial testing materials. (39)
17. Diagnosing pupil needs. (40)
18. Constructing needed visual material. (42)
    (special curriculum)
19. Completing a child study. (46)
20. Helping each child to grow mentally, physically,
    socially, and emotionally. (47)
21. Helping children with speech defects. (48)
22. Evaluating various types of report cards. (49)
23. Working with cumulative records of pupils. (51)
24. Working with anecdotal records of pupils. (52)
25. Presenting assembly programs. (54)
26. Taking charge of the school playground. (55)
27. Visiting homes of pupils. (59)
28. Assuming responsibility during a fire drill
    or air raid. (62)
29. Teaching the use of the library. (64)
30. Substituting in an emergency. (65)
31. Observing community resources. (66)
32. Using community resources in your teaching. (67)
33. Organizing a professional file of teaching material of
    both pictures and subject matter. (86) (special curriculum)
34. Attending Parent Teacher Association meetings. (91)
    (special curriculum)

More secondary teachers recommended the following teaching experiences than did teachers in the other two curriculum classifications. The one exception is indicated by a parenthetical reference to the one other curriculum classification involved. (The figures in parentheses indicate the number of the item on the original questionnaire.)

1. Constructing, giving, and interpreting tests. (14)
2. Evaluating students. (17) (elementary)
3. Assuming homeroom responsibilities. (53)
4. Supervising study halls. (56)
5. Sponsoring co-curricular activities. (57)
6. Counseling individual pupils. (58)

More special curriculum teachers recommended the following teaching experiences than did teachers in the other two curriculum classifications. The five exceptions are indicated by a parenthetical reference to the one other curriculum classification involved. (The figures in parentheses indicate the number of the item on the original questionnaire.)

1. Taking care of the physical condition of the room. (7) (elementary)
2. Making general outlines of work for a semester or a year. (16)
3. Developing and maintaining class progress sheets. (22) (elementary)
4. Constructing needed visual material. (42) (elementary)
5. Making an inventory of supplies and equipment. (68)
6. Requisitioning supplies and equipment. (69)

7. Organizing a professional file of teaching material of both pictures and subject matter. (86) (elementary)
8. Attending Parent Teacher Association meetings. (91) (elementary)

Another indication of the status of the teaching experience was the rank order of the items in terms of the percentage of the respondents recommending each experience. A rank order listing is presented in Table 105. This table also includes a rank order comparison of the two state teachers colleges of Pennsylvania selected for special treatment. The two colleges will be identified as College 1 and College 2. Each of the 1957 and 1958 graduates of these two colleges accepting teaching positions was sent a questionnaire.

On the check list, the respondents were instructed to check each of the selected teaching experiences that they would recommend to be included as part of the student teaching program. The rank order was determined on the basis of the percentage of responses recommending each teaching experience. These various rank orders were used to determine the relationship between the importance assigned to the practice by various pairs of classes of respondents. By applying the Spearman formula[1] a coefficient of correlation or rho was obtained. A coefficient of correlation was obtained by comparing the rank order for first-year elementary teachers' recommendations with the rank order for the second-

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[1] Clifford P. Froehlich and Kenneth B. Hoyt, Guidance Testing (Chicago: Science Research Associates, Inc., 1959), p. 62.

$$\cdot\rho = 1 - \frac{6 \Sigma D^2}{N(N^2 - 1)}$$

TABLE 105

COMPARATIVE RANKING OF RECOMMENDED STUDENT TEACHING EXPERIENCES

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
1. Organizing daily lesson plans.....	3	1	1	5	2	2	1	1.5	1
2. Using available teaching aids effectively........................	3	3.5	3.5	3	5	1	2	1.5	2
3. Organizing subject matter.........	9.5	12	3.5	6	2	5	3	18	4
4. Working with long range plans.....	57.5	50	48	61.5	59.5	67	63	63	60
5. Observing forceful and dynamic teaching...........................	13.5	12	12	16	16	8	13	9	12
6. Selecting content material of a subject..........................	31.5	37	25	24	30.5	33.5	37	27	29
7. Taking care of the physical condition of the room.............	35	42	35	47.5	39	19.5	32.5	40.5	35
8. Using the blackboard and bulletin board effectively........	6	3.5	8	1	2	3	5	3	3
9. Providing material to enrich the lesson being taught...........	9.5	9	14.5	9	8.5	14	9	8	9
10. Motivating students..............	3	5	9.5	7	5	4	4	13.5	5
11. Assuming the responsibility for the teaching program..............	39	32	35	32	15	27	24	34	30
12. Organizing and conducting field trips............................	26.5	42	69	61.5	77	66	71.5	53	59

TABLE 105—Continued

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
13. Developing the technique of questioning........................	18.5	24	6	9	11	11.5	9	17	10
14. Constructing, giving, and interpreting tests.................	13	12	2	3	11	11.5	6	5	6.5
15. Typing, filing, cutting stencils, and doing clerical work...........	72	69.5	54	66	47	49.5	51.5	72	62
16. Making general outlines of work for a semester or a year..........	74.5	74	57	59.5	20	29.5	43	62	57.5
17. Evaluating students...............	15.5	9	6	13	20	15.5	12	10	11
18. Keeping a daily diary.............	89.5	92.5	96	93.5	88	88	88	94	93.5
19. Using sociograms..................	77	77.5	90	92	93	96	94	88	90
20. Using personality inventories.....	74.5	79	81	81	80	85.5	83	85	84
21. Keeping classroom records.........	29.5	32	17.5	13	17.5	18	15	13.5	17.5
22. Developing and maintaining class progress sheets....................	43	47	27.5	29	25	23.5	26.5	40.5	38.5
23. Doing remedial work with pupils...	9.5	16.5	38.5	42.5	57.5	68.5	44	37	36.5
24. Caring for classroom equipment and materials......................	43	47	27.5	29	25	23.5	26.5	40.5	38.5
25. Caring for physical well-being of the pupils......................	35	44.5	57	63	62.5	65	49	61	53

TABLE 105—Continued

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
26. Developing a list of the best books and magazines in your area of specialization............	66.5	61	44.5	34.5	25	39.5	41	59	45
27. Teaching groups of different abilities.........................	9.5	2	11	9	5	11.5	10	6	8
28. Aiding children to develop skills of self-discipline................	15.5	9	29	18	34	21	18	21	17.5
29. Studying abilities of children									
a. slow learner..................	13	15	16	24	30.5	32	22	11	15
b. gifted.........................	13	20	22	24	36	39.5	32.5	15	20
c. mentally retarded.............	39	37	53	53.5	54	48	50	47	44
30. Teaching homogeneous and heterogeneous groups..............	35	32	13	13	42	46	37	27	23.5
31. Learning how to group children....	6	6.5	72.5	77	67	57.5	58.5	43.5	49.5
32. Caring for individual differences.	6	6.5	27.5	24	39	42.5	19.5	24	19
33. Anticipating pupil difficulties...	20	28	25	30.5	27	29.5	16	30	23.5
34. Understanding the child's behavior patterns.................	21.5	20	38.5	47.5	34	52	30	30	33.5
35. Handling discipline problems successfully......................	1	20	6	3	8.5	6.5	9	4	6.5
36. Securing pupils' cooperation by pupil-teacher planning............	21.5	34	61	66	39	46	37	49.5	43

TABLE 105—Continued

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
37. Teaching mixed socio-economic groups............................	44.5	49	48	39.5	55.5	57.5	51.5	49.5	47.5
38. Developing creative ability in students..........................	28	25.5	44.5	24	20	23.5	17	27	26
39. Working with various commercial testing materials................	47	42	55	70.5	78	77	58.5	64.5	64
40. Diagnosing pupil needs............	24	35	35	39.5	51.5	55	42	30	40
41. Preparing a progress chart for each pupil..........................	84.5	81	95	96	86.5	83.5	84	91	91
42. Constructing needed visual material...........................	31.5	22.5	50.5	39.5	14	27	28.5	38.5	32
43. Selecting and solving teaching problems..........................	54	55	38.5	46	28	31	35	54	42
44. Controlling classroom by means of									
a. taking away privileges.......	72	65.5	62	64	68	75	70	67	69
b. student interest technique...	39	28	19	33	39	27	32.5	19.5	27
c. corporal punishment..........	94	94	70	73	86.5	91	90	87	87.5
45. Organizing a teaching unit........	33	18	17.5	27.5	17.5	6.5	19.5	12	14
46. Completing a child study..........	68	69.5	79.5	88.5	83.5	94	77	77.5	83
47. Helping each child to grow mentally, physically, socially, and emotionally...................	24	22.5	32.5	42.5	51.5	36	39	36	33.5

TABLE 105—Continued

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
48. Helping children with speech defects...........................	62.5	68	83.5	84	91	83.5	78	83.5	80
49. Evaluating various types of report cards.......................	80	65.5	79.5	82	82	85.5	8[illegible]	79.5	82
50. Preparing and teaching information on guidance...........	93	89	83.5	84	81	88	85	90	87.5
51. Working with cumulative records of pupils..........................	24	37	42	49.5	74	61	55	35	46
52. Working with anecdotal records of pupils..........................	59	61	74.5	78	85	78	76	70	74
53. Assuming homeroom responsibilities	49	44.5	14.5	11	39	44	32.5	24	28
54. Presenting assembly programs......	77	72	87.5	84	89.5	88	93	81.5	86
55. Taking charge of the school playground.........................	51	52.5	92	91	95	91	96	75	85
56. Supervising study halls...........	84.5	84.5	51	36.5	75	75	68	76	70
57. Sponsoring co-curricular activities.........................	91.5	87	67	53.5	72	75	81	81.5	77
58. Counseling individual pupils......	64	61	38.5	36.5	61	68.5	56.5	55	57.5
59. Visiting homes of pupils..........	84.5	88	93.5	95	96	94	91	93	93.5
60. Observing juvenile court..........	95	91	90	93.5	93	91	92	95	95

TABLE 105—Continued

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
61. Participating in other activities such as plays, sports, etc........	84.5	76	71	70.5	73	81	81	74	78
62. Assuming responsibility during a fire drill or air raid..........	46	39.5	46	51	55.5	61	46	52	49.5
63. Proctoring detention room.........	96	96	90	90	93	94	95	96	96
64. Teaching the use of a library.....	57.5	51	72.5	79	83.5	79.5	74.5	68	71
65. Substituting in an emergency......	65	59	65.5	66	69.5	71	68	57	66
66. Observing community resources.....	48	54	51	57.5	64	55	66	49.5	55
67. Using community resources in your teaching......................	39	47	59.5	44.5	62.5	46	48	40.5	47.5
68. Making an inventory of supplies and equipment......................	79	82	76	75.5	34	33.5	56.5	71	67
69. Requisitioning supplies and equipment.........................	72	75	57	59.5	30.5	17	40	66	56
70. Evaluating text and reference books............................	52	57	23	27.5	30.5	39.5	45	22	38.5
71. Ordering text books and reference material................	81	90	74.5	68.5	51.5	63.5	68	73	73
72. Ordering films and commercial visual material..................	77	80	65.5	52	51.5	52	64.5	64.5	65
73. Keeping state attendance reports..	17	21	25	21	46	36	21	32.5	25

TABLE 105—Continued

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
74. Attending faculty meetings........	56	65.5	42	39.5	48.5	42.5	62	32.5	51
75. Examining the curriculum organization of the school in which you taught..................	69	63	63	49.5	59.5	59	64.5	57	53
76. Participating in adult community activities........................	89.5	95	93.5	88.5	79	82	87	92	92
77. Conferring with public school administrators......................	82	34.5	77.5	68.5	65	71	73	77.5	76
78. Helping with various departmental and school reports................	91.5	92.5	87.5	75.5	89.5	79.5	89	89	89
79. Participating in a sound, workable, growing, and democratic philosophy of education...........	50	57	51	57.5	44.5	49.5	53	49.5	52
80. Developing professional interests, attitudes, and ideals.............	42	28	20	19	25	23.5	26.5	24	21
81. Discovering the educational value of the various fields of specialization....................	61	71	48	56	48.5	61	60.5	60	61
82. Knowing and understanding the philosophy of the school in which you taught..................	44.5	52.5	42	44.5	44.5	36	47	45	41
83. Attending professional meetings...	60	57	64	55	43	39.5	54	46	54
84. Joining professional organizations.....................	87	84.5	85	80	66	63.5	79	79.5	81

TABLE 105—Continued

Teaching Experiences	First-Year Elem.	Second-Year Elem.	First-Year Sec.	Second-Year Sec.	First-Year Sp. Curr.	Second-Year Sp. Curr.	College 1	College 2	Composite
85. Doing limited educational research..........................	88	84.5	77.5	73	69.5	73	74.5	86	79
86. Organizing a professional file of teaching material of both pictures and subject matter.......	26.5	25.5	30	34.5	11	19.5	23	19.5	22
87. Using a tape recorder for self-evaluation..................	70	77.5	68	73	57.5	52	60.5	69	68
88. Observing the teaching done by others..........................	29.5	16.5	9.5	16	7	9	14	7	13
89. Observing teachers in other school systems....................	39	30	21	16	13	11.5	11	16	16
90. Making use of course outlines and syllabi.......................	62.5	47	32.5	30.5	23	23.5	28.5	38.5	36.5
91. Attending Parent Teacher Association meetings.............	55	65.5	82	86	71	71	81	57	72
92. Teaching in several grades or in more than one field of specialization....................	53	39.5	31	20	22	15.5	25	43.5	31

year elementary teachers' recommendations. A second coefficient of correlation was obtained by comparing the rank order for first-year secondary teachers' recommendations with the rank order for the second-year secondary teachers' recommendations. A third coefficient of correlation was obtained by comparing the rank order for first-year special curriculum teachers' recommendations with the rank order for second-year special curriculum teachers' recommendations. A fourth coefficient of correlation was obtained by comparing the rank order for all of the first-year teachers' recommendations with the rank order for the composite recommendations. The composite consisted of all 777 responses that were tallied for this study. A fifth coefficient of correlation was obtained by comparing the rank order for all of the second-year teachers' recommendations with the rank order for the composite recommendations.

The two colleges selected for special treatment were compared statistically with each other as well as with the composite ranking. In both cases a coefficient of correlation was obtained by the rank-difference method. In addition a statistical comparison was made by comparing the first-year teachers with the second-year teachers. The results are shown in Table 106.

One of the primary purposes of this study was to determine whether or not first-year teachers could evaluate as effectively as second-year teachers. The coefficient of correlation for these two groups was found to be .938. With a total of 96 teaching experiences a rho of .201 is needed to be significant at the 5 per cent level of confidence and a rho of .262 is needed to be significant at the 1 per cent level of confidence. The correlation or rho of .938 for the rank

TABLE 106

RANK ORDER COEFFICIENTS OF CORRELATION FOR COMPARISONS OF VARIOUS GROUPS OF RESPONDENTS

Rank Order Comparisons	Coefficient
First-Year Elementary with Second-Year Elementary	.968
First-Year Secondary with Second-Year Secondary	.966
First-Year Special Curriculum with Second-Year Special Curriculum	.963
First-Year with the Composite	.996
Second-Year with the Composite	.996
College 1 with College 2	.927
College 1 with the Composite	.978
College 2 with the Composite	.977
First-Year with Second-Year	.988

order comparison seems to indicate a high relationship between the first-year and second-year respondents' recommendations that the experiences should be included as part of the student teaching program.

It can also be noted that the coefficient of correlation or rho for the various groups selected for comparison range from a low of .927 to a high of .996. This seems to indicate a high relationship between the groups' recommendations to include the experiences as part of the student teaching program.

VII. SUGGESTIONS FOR IMPROVING THE STUDENT TEACHING PROGRAM

A. Introduction

What recommendations do first-year and second-year teachers have regarding pre-student teaching experiences? What recommendations do first-year and second-year teachers suggest in order to improve the student teaching program? What was the reaction of the respondents to some proposed suggestions for improving the student teaching program? It was the purpose of this part of the study to seek additional recommendations for improving the pre-student teaching preparation and also the student teaching program. The respondents were asked to react to some proposed suggestions and also to write their recommendations in the space provided on the questionnaire. The respondents' replies were tabulated on special work sheets.

An attempt was made to group similiar recommendations and suggestions under a common heading without losing the respondents' principal thoughts. This was necessary because of the respondents' freedom to express their responses in their own words. In reporting the findings under the various headings, those items supported by the largest number of respondents appear first in the list. Items suggested by a single respondent appear at the end of each division.

B. Analysis of Proposed Suggestions for Improving the Student Teaching Program

On the check list which was submitted, the respondents were instructed to check "yes" or "no" for six suggestions concerning student teaching. The entire population of 777 respondents was tabulated for this report.

In regard to more rigorous admission standards prior to student teaching 384 respondents or 49.5 per cent favored higher standards. A total of 352 respondents or 45.4 per cent rejected the need for more rigorous admission standards.

The respondents were asked whether in their opinion, an additional short period of student teaching taken early in their college life would help them become better teachers. A total of 547 or 70.5 per cent responded that it would be a benefit. Some 194 or 25.0 per cent rejected the suggestion.

First-year and second-year teachers were asked if they favored a full-time, full-semester student teaching program. A total of 643 or 82.9 per cent favored this program whereas 98 or 12.6 per cent opposed the program.

The suggestion of the desirability of starting student teaching on the opening day for the public schools found 603 or 77.8 per cent in favor and 150 or 19.4 per cent of the respondents rejecting the suggestion.

The respondents were asked whether student teaching should continue until teaching competency was exhibited. The response was 451 or 58.2 per cent in favor of the suggestion and 286 or 36.8 per cent against the suggestion. Some of the respondents opposing the suggestion added comments to justify their opposition. The general theme of the comments was that if competency was not exhibited after one semester of student teaching, the weak student should be eliminated.

First-year and second-year teachers were asked whether in their opinion, they had received adequate preparation for teaching. The response was 615 or 79.3 per cent voicing an opinion of adequate preparation. Some 126 or 16.3 per cent felt their preparation was inadequate. Some respondents made additional comments. Some felt that one never had adequate preparation; others felt the term "adequate" denoted a static situation.

C. Recommendations Regarding Pre-Student Teaching Preparation

In this phase of the study the respondent wrote in his own words his recommendations concerning pre-student teaching preparation. More than 90 per cent of the respondents wrote one or more recommendations. Respondents' recommendations for pre-student teaching preparation were classified in two major headings. The item receiving the most reaction from first-year and second-year teachers concerned the improvement of the present method courses as taught in the state teachers colleges of Pennsylvania. Thus the first classification of respondents' recommendations involved those recommendations directed to the method courses. The second classification of respondents' recommendations pertained to those recommendations directed to the administration of the various colleges.

The principal objection by the respondents to the methods courses was that the courses were too theoretical or idealistic and were lacking in the practical aspects of teaching. A minority preferred to eliminate the courses; however, the majority offered suggestions for improving this phase of teacher education.

The negative side of the report revealed that the respondents referred to the over-use of lecturing, idealistic theories of the professors, and the lack of public school teaching by some of those teaching the courses.

It was suggested that many of the recommendations could be incorporated into the method courses for teacher preparation. The wording of the statements is that of the students. The recommendations made by one or more of the respondents dealt with the following:

1. Exposing the true picture of teaching, along with the problems connected with teaching.
2. Making more observations of school children.
3. Controlling discipline.
4. Establishing a good student-teacher relationship.
5. Working with school records.
6. Writing lesson plans.
7. Keeping grade books.
8. Learning fire drill procedure.
9. Showing by outline what is taught in various subjects in the different grade levels.
10. Developing notebooks of teaching ideas.
11. Studying recent trends in education.
12. Studying of teachers' manuals.
13. Reviewing Pennsylvania bulletin 233B. (The Elementary Course of Study)
14. Developing a philosophy of education before and

after student teaching.

15. Constructing teaching aids.
16. Coping with administrative problems.
17. Learning the meaning of professionalism.
18. Finding out hints about the first teaching job.
19. Learning about school districts and jointures.
20. Completing a child study of a local school child, including home visitation.
21. Typing, cutting stencils.
22. Learning the current and future needs of education.
23. Learning the teaching techniques related to the students' particular field.
24. Seeing budgets for the operation of schools.
25. Developing the student to think for himself.
26. Discussing dress of student teachers, etc.
27. Knowing films, periodicals, recordings, etc. which pertain to their fields.
28. Hearing teachers in various public schools discuss their teaching experiences.
29. Keeping state attendance registers.
30. Evaluating and grading.
31. Evaluating textbooks.
32. Ordering textbooks and supplies.
33. Taking an inventory.
34. Organizing a file of teaching material.
35. Instilling a strong professional attitude.
36. Developing creative teaching.

37. Grouping children.
38. Understanding of curriculums.
39. Learning about local government and boards of education.
40. Discussing politics in the school.
41. Testing.
42. Lunchroom duties.
43. Motivation methods in various teaching areas.
44. Home-school relations.
45. Faculty relations.
46. Parent Teacher Association.
47. Gaining knowledge of non-teaching duties.
48. Professional magazines and literature.
49. Learning more about physiological malfunctions among school children, such as poor sight, faulty hearing, etc.
50. Development of educational objectives.
51. Individual differences.
52. Development of a proper vocabulary for teaching.
53. Having a panel of student teachers to discuss their experiences with the method classes.
54. Making analyses after observation of the problems met by the teacher under observation.
55. Making teaching certificates permanent.
56. Beginning work on a master's degree program.

The following suggestions made by first-year and second-year teachers to improve pre-student teaching preparation were directed to the college administration for their consideration:

1. Method courses should be practical rather than a

theoretical experience.

2. A pre-student teaching experience should be provided as early as the sophomore year so that the college courses might have more meaning.
3. The college should provide planned observations with evaluative follow-up.
4. There should be more elective subject matter in the major areas.
5. Overlap in educational courses should be eliminated.
6. Teaching of reading with phonetics and speech correction should be provided.
7. College courses should permit all students to do a limited amount of teaching.
8. Colleges should be more selective and should eliminate poor students.
9. Colleges should have higher academic standards.
10. Colleges should require a "B" average in subject areas.
11. More English grammar and composition courses should be included in the college program.
12. Repetition in method courses should be eliminated by having each course outline what it proposes to cover.
13. Admission to college should be based on College Boards or some other competitive examination.
14. Colleges should provide a required course in tests and measurements.
15. Colleges should provide preparation in guidance and

counseling.

16. A higher degree of specialization for certification in a field should be required.

17. Co-curricular activities should be developed.

18. There should be more correlation between subject matter and the method of teaching this subject matter.

19. There should be more specialization in one area.

20. Observations should be made in school systems without student teachers for a more realistic situation.

21. The delivery in college speech classes should be informal rather than formal.

22. Mathematical proficiency should be required for all teachers.

23. Teachers should have more background in plane geometry.

24. The colleges should expand the "math" program.

25. More guidance should be given by college personnel to aid students in selecting the curriculum and grade level for which they are best suited.

26. A course in mental hygiene should be required.

27. More child psychology should be included.

28. Include more child study in the program.

29. Additional work should be provided for the slow learner, for the mentally retarded, and for case studies.

30. All curriculum areas should be observed by prospective teachers so that they may know the role of each department in the total educational program.

31. Teachers should have experience with remedial work prior

to their student teaching.

32. College students should have more opportunities to demonstrate or dramatize more teaching situations.

33. The college should set and maintain definite standards.

34. Mis-fits with a anti-intellectual bias should not be tolerated in public education.

35. The number of required art courses should be condensed to one.

36. Elementary teachers should have instruction in speech correction.

37. The emphasis should be transferred from methods of teaching to knowledge of subject content.

38. More college time should be devoted to subject matter courses.

39. The students should be acquainted with various systems and methods of penmanship.

40. There should be more emphasis on major and minor fields rather than on educational courses.

41. Some methods courses should follow student teaching.

42. It should not be assumed that students know all the facts about the teaching profession.

43. Student teaching centers should not be maintained where the attitude is hostile to student teaching.

44. Student teaching should be improved by alternating the assignment between various public schools.

45. One school should not be a recipient of student teachers for a consecutive number of years.

46. Public speaking should be given greater emphasis.

47. More emphasis should be placed on spelling.

48. Colleges should offer fewer aesthetic courses.

49. Music courses should require less of those students who already have had training in music.

50. Workshops in audio-visual teaching aids should be incorporated within regular courses.

51. Each student should be made aware of his abilities and his lack of ability before student teaching.

52. Students should learn how to use the library to the best advantage.

53. All students should be required to exhibit competence through a written examination.

54. A planned program of readings in a student's subject field and professional area should be encouraged.

55. The college should provide an introductory course in guidance.

56. Each teacher should know one foreign language.

57. More professional orientation should take place before student teaching.

58. Only one student teacher should be assigned to a supervising teacher.

59. Subject areas, such as social studies, should provide prepared resource units.

60. Experiences in handwriting and writing on chalkboards should be provided.

61. A closed circuit television should be provided by the

college for group observations.

62. In elementary education, classes should be conducted by grade level rather than by a blanket subject area in order to expand more fully the study of the child at that age level.

63. A student should have a better understanding of the unit method of instruction.

64. The importance of the opening and closing days of school should be emphasized.

65. A separate school law course should be given.

66. Method courses should be taught by teachers-in-service.

67. Training in typing and clerical work should be provided.

68. Students with serious physical handicaps should be discouraged from considering the teaching profession.

69. A course in geography and history of South America should be required.

70. Method courses should be taught by people who have recently worked with children.

71. Pre-student teaching seminars should be given under the direction of the student teaching staff.

72. Another plan for professional laboratory experience requirements should be adopted.

73. Each student teacher should be assigned to an adviser outside the student teaching staff.

74. The student should have greater use of audio-visual aids, tape recorders, etc.

75. No college courses should be taken concurrently with

student teaching.

76. Student teachers should return to the campus for the last semester of college.

77. Visual aids courses should be related to a student's special area.

78. Less advanced material should be presented in the art courses.

79. Art courses with material suitable for children should be provided.

80. Five years of college preparation with one year of student teaching should be required.

D. Recommendations to Improve the Student Teaching Program

On the questionnaire, the respondents were instructed to write their recommendations for the improvement of the student teaching program. The following recommendations were submitted:

1. More days of teaching the entire day's program should be provided.
2. Teaching experience should be provided in several grades.
3. Student teaching should take place under several supervising teachers.
4. Each student teacher should teach in more than one school system.
5. Student teachers should be assigned to their choice of subject area or grade level.
6. More time should be provided for the student teacher without the presence of the supervising teacher.

7. There should be more observation of teaching done by others.
8. Busy work in student teaching should be eliminated.
9. More freedom should be granted in handling discipline.
10. The daily diary should be eliminated.
11. Lesson plans should be simplified.
12. There should be more adequate screening of students before student teaching.
13. Standards for passing student teaching should be kept very high.
14. Prospective teachers should be tested for competency.
15. Uniform evaluations should be made by all supervising teachers.
16. Supervising teachers should not have access to the college records of student teachers.
17. Student teachers should know exactly what is expected of them.
18. All student teachers should be present in the school at the closing of the school year.
19. A training period for supervising teachers should be given.
20. Conferences with student teachers should be private.
21. Student teachers should be evaluated by college personnel who taught subjects in the student's area of specialization.
22. Student teachers should live in the community assigned and take an active part in the school program outside of the classroom.
23. Student teaching programs should be standardized for all colleges.

24. A means for showing second semester student teachers the material covered in the first semester should be provided.
25. Student teachers should not be used as substitutes.
26. One student teacher should be assigned to each supervising teacher.
27. More emphasis should be placed on creative teaching methods.
28. Student teaching should cover a full year.
29. Student teachers should discuss professional organizations in the practicum class.
30. Student teachers should not be asked to be responsible for elaborate room decorations.
31. Student teachers should have more experience in grouping children.
32. More development of planned seatwork for children should be provided.
33. More evaluating and grading should be done by the student teacher.
34. Student teachers should be treated with respect as mature adults.
35. A better selection of supervising teachers should be made.
36. There should be more conferences with college supervisors.
37. Student teaching should be completed before the student's last semester.
38. Supervising teachers should have student teachers for one year and then spend one-half a year without student teachers.

39. Student teachers should read confidential reports.
40. There should be less emphasis on frills in the classroom, more emphasis on skills.
41. Student teachers should keep a daily evaluation of pupils to be matched later with the evaluation of the supervising teacher.
42. Student teachers should be required to attend professional meetings.
43. Student teachers should develop courses of study prior to student teaching.
44. Passing or failing grades should be given for student teaching.
45. Student teachers' grades should be based on more than one person's evaluation.
46. Student teaching program should be more rigid.
47. Student teachers should take part in the planning of classes.
48. Student teacher should develop his own techniques, personality, and ideas.
49. There should be less pressure on student teachers.
50. Student teachers should assume the entire responsibilities and duties of the supervising teacher.
51. A manual should be provided for student teachers.
52. The college should provide a student teaching manual written especially for the various individual curriculums.
53. Student teachers should show respect to faculty members and supervising teachers.

54. All student teachers should conduct opening-day exercises.
55. More informal discussion should take place among student teachers.
56. Any student teacher-supervising teacher relationship that may be strained during the first few weeks should be corrected.
57. A mental and physical examination for each student teacher should be required.
58. Early in his college career, each student should be taken before a committee to determine whether or not he shows promise of becoming a capable teacher.
59. A student teacher should have more experience in homogeneous and heterogeneous groups.
60. A student teacher should teach in typical school situations rather than in ideal situations.
61. Evaluation processes should be clearly understood by the student teacher and the supervising teachers.
62. Supervising teachers should have 30 hours of graduate work in the field they are teaching.
63. Student teachers should learn about community attitudes and reactions toward a teacher's home life.
64. Student teachers should have a tour of the school assigned and should know about supplies, visual aids, etc.
65. Colleges should instruct their supervising teachers rather than merely select them.
66. Student teachers should have more freedom to experiment.
.67. Student teachers should teach classes with 35 to 40

students.

68. A "C+" average should be required of student teachers before they are assigned.

69. The evaluation forms used to evaluate student teachers should be improved.

70. The student teacher should have the status of a professional employee.

71. Student teaching should be made interesting and enjoyable.

72. A mid-semester evaluation of the student teacher should be submitted on forms provided by the college.

73. Closer contact with admistrative problems should be required.

74. A student teacher should visit school systems in various sections of the country.

75. Student teachers should have access to all text manuals.

76. A short meeting with the school principal and the supervising teacher should be held to discuss the philosophy of the school, socio-economic class of students, general outline of yearly schedule, tour of the school, and courses of study for the grade prior to and the grade following the one the student teacher is to teach.

77. Lesson plans are too detailed.

78. There should be a more definite program for each student teacher.

79. The evaluation should be based on definite objectives rather than on personal opinion.

80. Supervising teachers should not burden the student

teacher with extra papers and other distasteful duties.

81. Student teachers should not be forced to teach as their supervising teachers do but should be allowed to develop their individual methods.

82. Constructive conferences concerning the student teacher should be held.

83. Student teachers should have more than one day of teaching entirely on their own.

84. Supervising teachers should be screened each year.

85. Care should be taken that the student teacher is not used as a secretary.

86. Student teachers should have experience in conducting study halls.

87. Student teaching should be divided into two parts. A provision of time should be provided between the two student teaching experiences to do remedial work with students.

88. Student teachers in physical education should be required to assist in coaching.

89. At the beginning of the semester, a supervising teacher should provide a definite outline for the student teacher.

90. Student teachers in physical education should work with children of all ages.

91. More professional preparation in the elementary field for physical education majors should be required.

92. Student teachers should teach and evaluate a class for an entire marking period.

93. Student teachers should be in full charge of the classroom for two months.

94. Student teachers' vacations should be the same as those of the school in which they are teaching.

95. Weekly or bi-weekly seminars should be held so that student teachers may discuss and exchange ideas.

96. Student teachers should participate in the social life of a town.

97. Each student teaching center should have a pamphlet explaining the total program of the school.

98. Practicum courses should be practical in nature.

99. Teaching experiences should be begun gradually.

100. Confidence should be developed in each student teacher.

101. Closer contact should be developed between the college and off-campus student teachers.

102. The right attitude of other teachers toward student teachers is very important.

103. The student teacher's personality should be matched with that of the supervising teacher.

104. The supervising teacher should be fully informed as to his duties and his freedom of action.

105. Student teachers should know well in advance where their student teaching assignment will be.

106. Supervising teachers should not be present when the student teachers begin their first lesson.

107. The administrators should not assign classes having serious discipline problems to first-year teachers.

VIII. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Problem and Procedure

It was the purpose of this study to survey the opinions of first-year and second-year public school teachers concerning both teaching experiences and college administrative policies relating to student teaching. The problem was limited to the 1957 and 1958 graduates of the 14 state teachers colleges of Pennsylvania. The population for the study consisted of a 10 per cent random sample for 12 of the colleges plus a 100 per cent sample of two colleges selected for special treatment.

A questionnaire was devised through the cooperation of all the directors of student teaching for the state teachers colleges. The questionnaire was sent to the selected sample of 1957 and 1958 graduates who had accepted teaching positions. A total of 1307 questionnaires was mailed. A total of 777 useable responses was tabulated for this study. The population responding was comprised of 276 elementary teachers, 264 secondary teachers, and 237 teachers of special curriculums. The population was divided into 410 first-year and 376 second-year teachers.

The respondents indicated the experiences they had during student teaching and whether or not they had encountered the same experiences as public school teachers. In addition they were instructed to evaluate each teaching experience, as well as college administrative policy relating to student teaching, as being _very valuable_, of _some value_, or of _little or no value_, and to recommend those experiences that they would include in the student teaching program. The results of their recommendations appear in various tables in the text.

Basically the study was seeking answers to seven questions.

1. What teaching experiences were provided in the student teaching programs of the state teachers colleges of Pennsylvania?

2. Were these same experiences encountered by public school teachers?

3. What is the evaluation of the selected teaching experiences by first-year and second-year teachers?

4. What teaching experiences do first and second-year teachers recommend as part of the student teaching program?

5. What are the recommendations of first and second-year teachers to improve pre-student teaching experiences?

6. What are the recommendations of first and second-year teachers to improve student teaching?

7. What are the opinions, evaluations, and recommendations of first and second-year teachers concerning college administrative policies relating to student teaching?

Comparison of responses was made between the various curriculums. First-year teachers' evaluations were compared with second-year teachers' evaluations. In addition, all the respondents' evaluations were combined into a single composite, and comparisons were made with the various curriculums.

B. Findings

The results of this study showed that all of the selected teaching experiences received some participation by the respondents. The relative frequency with which the experiences were encountered while student teaching is indicated by a range from a high of 93.7 per cent to a low of 2.6 per cent. The relative frequency with which the experiences were encountered as public school teachers range from a high of 93.1 per cent to a low of 6.8 per cent. No attempt was made in this study to standardize the student teaching program for all colleges. However, the various coefficients of correlation seem to indicate a nucleus of teaching experiences common to all of those participating in this study.

From the results of this study, the following findings are drawn:

1. A rank order of the 96 selected teaching experiences was developed according to the recommendations made by first-year and second-year teachers.

2. There was a high degree of correlation between first-year and second-year teachers' evaluations and recommendations.

3. There was a high degree of relationship between experiences rated as very valuable and experiences recommended to be included in the student teaching program.

4. First and second-year teachers favor a high degree of competency for all teachers.

5. First and second-year teachers favor a full-time student teaching program extending over a semester.

6. First and second-year teachers favor student teachers

having the opportunity of teaching the entire day's program.

7. First and second-year teachers favor a short period of student teaching early in the college program.

8. First and second-year teachers favor starting student teaching on the opening day of the public schools.

9. First and second-year teachers favor the assignment of one student teacher to each supervising teacher.

10. First and second-year teachers favor periodic evaluations by supervising teachers.

11. First and second-year teachers favor daily conferences between supervising teacher and student teacher.

12. First and second-year teachers favor prerequisite courses prior to being assigned to student teaching.

13. First and second-year teachers favor a specific quality point average in the area of specialization.

14. First and second-year teachers favor periodic conferences with the college supervisor of student teaching.

15. First and second-year teachers favor the consideration of the educational needs and background of the student before making student teaching assignments.

16. First and second-year teachers favor a voice and speech test prior to student teaching.

17. First and second-year teachers favor the provision of student teaching guides or manuals.

18. First and second-year teachers favor student teachers observing others teach.

19. First and second-year teachers favor college faculty approval of students prior to student teaching assignments.

20. First and second-year teachers favor a health examination prior to student teaching.

21. First and second-year teachers are of the opinion that they have had adequate preparation for teaching.

C. Conclusions

From the findings in this study, the following conclusions are drawn:

1. There are many teaching experiences which teachers in all curriculums agree are desirable and should be included in the student teaching program. Of the 96 teaching experiences submitted on the check list, 60 per cent of the respondents recommended 40 of the items as part of the student teaching program. Some 62 items were recommended by 50 per cent of the respondents. This study made no attempt to compare the 14 student teaching programs represented in this study. The value of this study for each college depends upon the comparisons it makes of its own student teaching program with that of the recommendations suggested by the first-year and second-year teachers.

2. The high degree of correlation between first-year and second-year teachers' evaluations and recommendations seemed to show that there was general agreement as to the relative importance of the various aspects of a student teaching program.

3. The experiences most highly valued by public school teachers were the experiences recommended by the respondents to be included as part of the student teaching program.

4. First-year teachers are as consistent as second-year teachers in their evaluations and recommendations of teaching experiences to be included as part of the student teaching program.

5. No attempt has been made in this study to develop a uniform student teaching program for all colleges; however, the results shown by correlation seem to indicate that a more nearly iniform program for student teaching could exist.

6. High standards of student teacher competency should be maintained.

7. A full semester, full-time student teaching program is desirable.

8. A short period of student teaching should be provided early in the students' college careers.

9. The opening days for the public schools are so important that all student teachers should be in attendance.

10. Each supervising teacher should be assigned one student teacher.

11. The demands on student teachers should be consistent with the daily demands confronting the supervising teacher.

12. Daily conferences and periodic evaluations should take place between supervising teacher and student teacher.

13. Student teacher competency should be judged on the student's ability to assume full responsibility of the supervising teacher's schedule for a period of more than one day.

14. College administrative policies relating to student teaching should be designed to maintain high standards for the teaching profession.

15. Prerequisite courses and a specific quality point average in the area of specialization should be maintained as part of the college program.

16. Colleges should provide guides or manuals for the student teacher.

17. The number of student teachers assigned to the college supervisor of student teaching should be limited to allow periodic conferences with each student teacher.

18. The student teaching programs of the state teachers colleges of Pennsylvania are providing adequate preparation of teachers.

D. Recommendations

1. It is recommended that individual colleges compare their student teaching program with the teaching experiences recommended by the respondents in this study.

2. It is recommended that student teaching in the state teachers colleges continue as a full semester, full-time program.

3. Public schools should accept a larger share of the responsibility of educating future teachers.

4. High standards should be maintained for admission to student teaching and for student teaching.

5. Methods for securing a standardized objective evaluation of student teachers should be developed.

6. The student teaching program should be divided so that each student teacher will be under the direction of two or more supervising teachers.

7. Student teaching should be graded with "pass" or "fail"

rather than with a letter grade.

8. Each student teacher should do his student teaching in more than one school system.

9. Student teachers should teach in the grade level or subject area of their choice.

10. Student teaching should more closely parallel actual classroom procedure with less emphasis on minute details and busy work assignments.

11. Student teachers should be provided with more days of teaching the entire program of the supervising teacher.

12. Student teaching should not terminate after a fixed period of time but should continue until competency is exhibited.

13. Weak students should be eliminated or guided away from teaching.

14. First and second semester student teachers should report the opening day of the public schools. The second semester student teachers should remain for a period of one week and then return to the college campus for the first semester.

15. Each college should provide a student teaching guide or manual with specific directions to beginning student teachers.

16. The tape recorder should be used by the student teacher for self-evaluation.

17. Student teachers should not be assigned to their home community.

18. Student teaching should be completed before the last semester of the student's college career.

19. A more practical professional laboratory experience

program needs to be developed.

20. The outline of the method courses should be based on practical teaching experiences.

21. When feasible, method courses should be taught by public school teachers who are currently teaching the subject.

22. Each student in method classes should spend one week pre-student teaching under the direction of the public school teacher teaching the method course.

23. Future teachers should discover the place and educational values of the various fields of specialization in education.

24. College students should experience many routine teaching experiences prior to student teaching. As student teachers, they should devote more time to actual teaching in order to develop more fully their teaching ability. Less time should be devoted to routine paper work.

25. Each college student should be provided with some teaching experience in each college course.

26. College teachers should present the method of teaching the subject as well as the content material involved.

27. The elementary curriculum should be divided into grade levels of specialization so that the child at that particular age can be more thoroughly observed and studied.

28. Colleges should provide teaching of reading courses with a study of phonetics and speech correction.

29. Handwriting and chalkboard technique experiences should be provided for all future teachers.

30. More workshops in audio-visual education should be provided, with emphasis on the students' areas of specialization.

31. An effort should be made to eliminate over-lapping in educational courses.

32. College students should be given guidance in selecting the teaching areas best suited to them.

33. Closed circuit television should be provided for group observation of classroom teaching.

34. Definite criteria should be established for selecting a public school system as a student teaching center.

35. Definite criteria should be established for the selecting of supervising teachers.

36. Teaching ability of all teachers should be utilized by reducing clerical work and discipline problems.

E. Recommendations for Further Study

The following suggestions might profitably be made subjects for further investigation:

1. The opinions of public school administrators concerning their role in teacher education in providing more adequately a functional program in the public school for pre-student teaching experiences.
2. An evaluation of student teaching experiences by public school teachers with three or more years of teaching experience.
3. The relative merits of student teaching programs involving various amounts of clock hours.
4. The factors influencing teachers in selecting a subject area or grade level in which to teach.

5. The feasibility of a five-year program with a one-year internship to replace student teaching.
6. The criteria for selection of supervising teachers for the student teaching program.
7. The possibility of a standardized objective evaluation of student teachers.
8. The relative merits of method courses as a pre-student teaching experience.

APPENDICES

APPENDIX A

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
CALIFORNIA - PENNSYLVANIA

May 1, 1959

INDUSTRIAL ARTS
DEPARTMENT

Dr. George Hoffman
Secretary to the Board of Presidents
Room 202, Education Building
Harrisburg, Pennsylvania

Dear Dr. Hoffman:

I am a graduate student at the University of Pittsburgh. I am proposing to write a doctoral thesis in the field of student teaching, and request permission from the Board of Presidents to secure data relating to this problem from the Directors of Student Teaching and the Directors of Placement, of the fourteen State Teachers Colleges.

My problem is titled, "An Evaluation by First-Year and Second-Year Teachers of Their Student Teaching Experiences as Provided by the Fourteen State Teachers Colleges of Pennsylvania."

In my study I hope to find answers to the following:

1. What do first-year and second-year teachers think of the organization and administrative policies of their student teaching program?
2. What teaching experiences were encountered in teaching and in student teaching by first-year and second-year teachers?
3. What student teaching experiences are regarded by first-year and second-year teachers as being the most valuable?
4. What teaching experiences are regarded by first-year and second-year teachers as being important but were not provided in their student teaching program?
5. What are the recommendations of first-year and second-year teachers for improving the student teaching program?
6. What is the comparison of the evaluation of student teaching experiences made by first-year teachers with the evaluation made by teachers with two years of teaching experience?

We are constantly seeking to evaluate and improve the student teaching programs. This study should provide guidance towards improving student teaching experiences.

The identity of any one college will not be used in the body of the research.

Upon request I shall be glad to submit a copy of the findings of this study to those who have participated in the study and to your office.

Sincerely
Irvin J. Shutay
Irvin J. Shutay
Director of Student Teaching

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG

May 28, 1959

Mr. Irvin J. Shutsy
Director of Student Teaching
State Teachers College
California, Pennsylvania

Dear Irvin:

At the meeting of the Board of State Teachers College Presidents, held May 1[illegible], 1959, your letter was presented to the group. Mr. Jim Lawson from Butler is also interested in doing a dissertation which would survey the current practices of student teacher laboratory and cooperating schools in the administration of the "Professional Practicum". The Presidents felt that these two areas were closely allied and therefore suggested that you and Jim get together and consult with your advisors at Pitt concerning the over-lapping of the proposed dissertations.

After you have come to some agreement you should send your title with some background material to me, so that it could be referred to the Committee on Research of the Board of State Teachers College Presidents.

Best personal regards. When you are in Harrisburg, stop in and say hello.

Sincerely yours

George Hoffman
George W. Hoffman
Deputy Superintendent

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG

July 7, 1959

Mr. Irvin J. Shutsy
Director of Student Teaching
State Teachers College
California, Pennsylvania

Dear Irvin:

I will forward the copy of your overview to Dr. Richard T. Parsons, President of the State Teachers College, Lock Haven, who is now Chairman of the Research Committee of the Board of State Teachers College Presidents.

I have received a letter from Jim Lawson stating that the committee had approved his problem and that they are agreed that there was not an overlap in the research that the two of you plan to do.

Best personal regards,

Sincerely yours

George W. Hoffman
Deputy Superintendent

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
LOCK HAVEN, PENNSYLVANIA

August 4, 1959

Mr. Irvin J. Shutsy
Director of Student Teaching
State TeachersCollege
California, Pennsylvania

Dear Mr. Shutsy:

I am pleased that the Board of Presidents has approved cooperation in relation to your proposed doctoral dissertation "An Evaluation By First-Year and Second-Year Teachers of their Student Teaching Experiences as Provided by the Fourteen State Teachers Colleges of Pennsylvania." The Research Committee in reviewing the questionnaire that you desire to submit to graduates, however, think that it may need some revision to be more inclusive of the possible experiences and values derived from student teaching. Will you kindly send a copy of your questionnaire to Dr. James Duckrey, President of the State Teachers College, Cheyney, Pennsylvania? Dr. Duckrey wishes to review this and make certain suggestions go you. After this, we suggest that you might submit it to several other directors of student teaching in order to make certain that the final questionnaire would be more comprehensive. May we wish you much success in the progress of your study.

Sincerely yours,

Richard T. Parsons
if

Richard T. Parsons
President

RTP:vb
cc Dr. James Duckrey
Dr. Paul Chandler

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
CHEYNEY, PENNSYLVANIA

August 10, 1959

Mr. Irvin J. Shutsy
Director of Student Teaching
State Teachers College
California, Pennsylvania

Dear Mr. Shutsy:

I am having my secretary forward you this note of explanation as I shall be away from the campus for the next two weeks.

When the Research Committee of the Board of Presidents met last week at Indiana, I was shown a single page questionnaire which seemed far too abbreviated to do justice to the scope of the student teacher program. I asked specifically, Is this the entire questionnaire? and the answer was, yes.

I have just received your complete questionnaire and cannot complain of the brevity, and I would hesitate to make suggestions of eliminating items that have been the result of the considered judgment of several people in the field as well as your Graduate advisers. I shall scrutinize it carefully, however, to see if I can make any constructive suggestions that will not involve any radical alterations.

Very sincerely yours,

James H. Duckrey
(mb)

James H. Duckrey
President

JHD:mb
(Dictated but signed
in President's absence)

APPENDIX B

Evaluation of Student Teaching by First and Second Year Teachers

PERSONAL INFORMATION:

1. Name the college from which you graduated. ______
2. Name the department from which you graduated. ______
3. How many years have you taught? ______

INSTRUCTIONS:

1. Indicate which of the following teaching experiences you had
   a. during student teaching or as
   b. a public school teacher.
2. Evaluate experiences as being "very valuable", "some value", or "little or no value"
   Please rate all of the listed teaching experiences.
   DO NOT LIMIT YOURSELF TO ONLY THOSE TEACHING EXPERIENCES YOU HAD PERSONALLY!
3. **Indicate which** of these experiences you would include as a part of the student teaching program.

Check the experience you have had in either one or both of the following		TEACHING EXPERIENCES	What is your opinion of the potential value of this experience?			Check those items you would include as part of the student teaching program
a. student teaching	b. public school teaching		Very Valuable	Some Value	Little or No Value	
		1. Organizing daily lesson plans.				
		2. Using available teaching aids effectively.				
		3. Organizing subject matter.				
		4. Working with long range plans.				
		5. Observing forceful and dynamic teaching.				
		6. Selecting content material of a subject.				
		7. Taking care of the physical condition of the room.				
		8. Using the blackboard and bulletin board effectively.				
		9. Providing material to enrich the lesson being taught.				
		10. Motivating students				
		11. Assuming the responsibility for the teaching program.				
		12. Organizing and conducting field trips.				
		13. Developing the technique of questioning.				
		14. Constructing, giving and interpreting tests.				
		15. Typing, filing, cutting stencils and doing clerical work.				
		16. Making general outlines of work for a semester or a year.				
		17. Evaluating students.				
		18. Keeping a daily diary.				
		19. Using sociograms.				
		20. Using personality inventories.				
		21. Keeping classroom records.				
		22. Developing and maintaining class progress sheets.				
		23. Doing remedial work with pupils.				
		24. Caring for classroom equipment and materials.				
		25. Caring for physical well-being of the pupils.				
		26. Developing a list of the best books and magazines in your area of specialization.				
		27. Teaching groups of different abilities.				
		28. Aiding children to develop skills of self-discipline.				
		29. Studying abilities of children: a. slow learner.				
		b. gifted.				
		c. mentally retarded.				
		30. Teaching homogeneous and heterogeneous groups.				
		31. Learning how to group children.				
		32. Caring for individual differences.				
		33. Anticipating pupil difficulties.				
		34. Understanding the child's behavior patterns.				
		35. Handling discipline problems successfully.				
		36. Securing pupils' cooperation by pupil-teacher planning.				
		37. Teaching mixed socio-economic groups.				
		38. Developing creative ability in students.				
		39. Working with various commercial testing materials.				

Check the experience you have had in either one or both of the following			What is your opinion of the potential value of this experience?			Check those items you would include as part of the student teaching program
a. student teaching	b. public school teaching	TEACHING EXPERIENCES	Very Valuable	Some Value	Little or No Value	
		40. Diagnosing pupil needs.				
		41. Preparing a progress chart for each pupil.				
		42. Constructing needed visual material.				
		43. Selecting and solving teaching problems.				
		44. Controlling classroom by means of:				
		a. taking away privileges.				
		b. student interest technique.				
		c. corporal punishment.				
		45. Organizing a teaching unit.				
		46. Completing a child study.				
		47. Helping each child to grow mentally, physically, socially and emotionally.				
		48. Helping children with speech defects.				
		49. Evaluating various types of report cards.				
		50. Preparing and teaching information on guidance.				
		51. Working with cumulative records of pupils.				
		52. Working with anecdotal records of pupils.				
		53. Assuming homeroom responsibilities.				
		54. Presenting assembly programs.				
		55. Taking charge of the school playground.				
		56. Supervising study halls.				
		57. Sponsoring co-curricular activities.				
		58. Counseling individual pupils.				
		59. Visiting homes of pupils.				
		60. Observing juvenile court.				
		61. Participating in other activities such as plays, sports, etc.				
		62. Assuming responsibility during a fire drill or air raid.				
		63. Proctoring detention room.				
		64. Teaching the use of a library.				
		65. Substituting in an emergency.				
		66. Observing community resources.				
		67. Using community resources in your teaching.				
		68. Making an inventory of supplies and equipment.				
		69. Requisitioning supplies and equipment.				
		70. Evaluating text and reference books.				
		71. Ordering text books and reference material.				
		72. Ordering films and commercial visual material.				
		73. Keeping state attendance reports.				
		74. Attending faculty meetings.				
		75. Examining the curriculum organization of the school in which you taught.				
		76. Participating in adult community activities.				
		77. Conferring with public school administrators.				
		78. Helping with various departmental and school reports.				
		79. Participating in a sound, workable, growing and democratic philosophy of education.				
		80. Developing professional interests, attitudes and ideals.				
		81. Discovering the educational value of the various fields of specialization.				
		82. Knowing and understanding the philosophy of the school in which you taught.				
		83. Attending professional meetings.				
		84. Joining professional organizations.				
		85. Doing limited educational research.				
		86. Organizing a professional file of teaching material of both pictures and subject matter.				
		87. Using a tape recorder for self-evaluation.				
		88. Observing others teach.				
		89. Observing teachers in other school systems.				
		90. Making use of course outlines and syllabi.				
		91. Attending Parent-Teacher Meetings.				
		92. Teaching in several grades or in more than one field of specialization.				

COLLEGE ADMINISTRATIVE POLICIES RELATING TO STUDENT TEACHING

INSTRUCTIONS:

Note - This page refers to experiences you had prior to and during your student teaching.

1. Indicate the experiences you had or did not have by checking "yes" or "no" in the areas provided.
2. Evaluate experiences as being "very valuable", "some value", or "little or no value". Please rate all of the listed experiences.

DO NOT LIMIT YOURSELF TO ONLY THOSE EXPERIENCES YOU HAD PERSONALLY!

3. Indicate which of the experiences you would include as part of the student teaching program.

DID YOU HAVE THIS EXPERIENCE?		EXPERIENCES	What is your opinion of the potential value of this experience?			Check those items you would include as part of the student teaching program
YES	NO		Very Valuable	Some Value	Little or No Value	
		1. Were you required to have a designated amount of professional laboratory experiences(Participation in activities such as Scout, Church, Community, etc.) before your student teaching?				
		2. Were you given a voice and speech test prior to student teaching?				
		3. Were you required to take pre-requisite courses before being assigned to student teaching?				
		4. Was a health examination required prior to student teaching?				
		5. Did you need approval of any committee such as the advanced standing committee before student teaching?				
		6. Were you required to attain a specific quality point average in major and minor fields before being assigned student teaching?				
		7. Were you required to live in the community in which you did your student teaching?				
		8. Were you assigned to your home town for your student teaching?				
		9. Were your needs and educational background taken into consideration when you were assigned to your student teaching center?				
		10. Were you given the opportunity to teach a full day's program for more than one day?				
		11. Did you have periodic conferences with the college supervisor of student teaching?				
		12. Did college personnel, other than student teaching staff, make visitations to student teaching centers?				
		13. Was a student teaching guide or manual provided by the college?				
		14. Did you have the opportunity to observe the teaching of other student teachers?				
		15. Were daily conferences held between student teachers and supervising teachers?				
		16. Was only one student teacher assigned to each supervising teacher?				
		17. Did your supervising teacher evaluate you periodically on rating sheets furnished by the college?				

SUGGESTIONS FOR IMPROVING THE STUDENT TEACHING PROGRAM

Do you feel a need for more rigorous
admission standards prior to student teaching ? . . . . Yes__No__

In your opinion would an additional short period of student teaching taken
early in your college life help you to become a better teacher?. . . . . Yes__No__

Do you favor a full-time, full-semester student teaching program?. . . . . Yes__No__

Should the first day of student teaching coincide with the opening of public schools?. . . . . Yes__No__

Should student teaching continue until teaching competency is exhibited?. . . . . Yes__No__

Do you feel that you have had adequate preparation for teaching?. . . . . Yes__No__

What recommendations do you have regarding pre-student teaching preparations?

What additional recommendations do you have to improve the student teaching program?

(if necessary - continue on another page)

APPENDIX C

State Teachers College
California, Pennsylvania

Dear Fellow Teachers:

The graduates of the classes of 1957 and 1958 of the fourteen state teachers colleges have been selected as a representative group for a doctoral study at the University of Pittsburgh.

This study has the approval of your college president and your director of student teaching.

The proposed problem of this thesis is an evaluation by first-year and second-year teachers of their student teaching experiences as provided by the fourteen state teachers colleges of Pennsylvania.

Your reply and opinions are important to this research and will be held strictly confidential. Individual schools or persons will not be identified in the main body of this study. Please evaluate the student teaching program professionally, disregarding any personality difficulties you may have encountered.

Since this questionnaire is being sent to a select group, your support is urgently needed if we are to make a successful study. Please return the copy of the questionnaire in the enclosed self-addressed stamped envelope as soon as possible. Thank you for your cooperation.

Yours for successful teaching,

Irvin J Shutsy

Irvin J. Shutsy,
Director of Student Teaching

Faculty Advisor
Professor Vernon C. Lingren
School of Education
University of Pittsburgh
Pittsburgh 13, Pennsylvania

APPENDIX D

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
CALIFORNIA — PENNSYLVANIA

Dear Fellow Teacher:

A questionnaire was recently mailed to you asking you to evaluate your student teaching experiences that you had while attending a state teachers college.

The response from this questionnaire has been very gratifying from a number of first and second year teachers. However, your college is lagging in the number of responses received. We realize, that with your teaching, your time is limited, but we do need your response in order to make a successful study.

The code number appearing on the return envelope is used only as a check for questionnaires that have not been returned. The questionnaire is tabulated without disclosing the identity of any one student. As stated in our first letter, the identity of individual students or individual colleges will not appear in the main body of the research.

For your convenience we are enclosing another questionnaire. If you have mailed your questionnaire please disregard this letter. We do thank you for your cooperation.

Sincerely,

Irvin J. Shutsy

Irvin J. Shutsy,
Director of Student Teaching

Faculty Advisor
Professor Vernon C. Lingren
School of Education
University of Pittsburgh
Pittsburgh 13, Pennsylvania

APPENDIX E

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
CALIFORNIA - PENNSYLVANIA

December 4, 1959

DEAR GRADUATE:

We are again soliciting your cooperation relative to a significant research study which holds the sanction of the Board of Presidents of the State Teachers Colleges, the Department of Public Instruction and the University of Pittsburgh.

The study is an evaluation by first year and second year teachers of their student teaching experiences as provided by the fourteen State Teachers Colleges and is under the direction of Mr. Irvin J. Shutsy, Director of Student Teaching at the State Teachers College, California, Pennsylvania. Since there is a definite need for a valid and more reliable criterion of teaching success based upon your student teaching experiences, the study should prove beneficial toward improving the student teaching programs offered by the colleges.

You have been selected to participate in this study. A questionnaire was sent to you earlier requesting that you complete and return it to Mr. Shutsy. As of this date, your questionnaire has not been received. In the interest of promoting a good professional relationship with your college and your contribution toward making this study a successful one, we are urging you to return the questionnaire as early as possible.

Your cooperation will be fully appreciated and the appropriate acknowledgment of your participation will be accorded you.

Sincerely,

Michael Duda

Michael Duda
President

MD iao

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
SLIPPERY ROCK, PENNSYLVANIA

To the Graduates of Slippery
Rock State Teachers College:

Mr. Irvin J. Shutsy, Director of Student Teaching at State Teachers College, California, Pennsylvania, is making a study, "Evaluation of Student Teaching by First and Second Year Teachers," the study being required research toward a doctor's degree at the University of Pittsburgh.

Mr. Shutsy's study will be beneficial not only to Slippery Rock but to the other State Teachers Colleges. Will you, therefore, please fill in carefully the questionnaire sent to you recently and forward it to Mr. Shutsy as soon as possible.

With every good wish for your continued success and with kindest personal regards, I remain

Yours sincerely,
Norman N. Weisenfluh
Norman N. Weisenfluh
President

NNW:neg

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
LOCK HAVEN, PENNSYLVANIA

Recently our college supplied to Irvin J. Shutsy, Director of Student Teaching at Calirofnia State Teachers College, the names of 15 or more graduates of the Class of 1958. To you, as one selected by the college as a person well-qualified to comment critically upon a research problem, came one of these questionnaires from Mr. Shutsy.

If you have not filled out and returned the questionnaire please do so at your earliest convenience. We selected you as a person who would cooperate in a serious professional study. Mr. Shutsy is depending upon you. We know you won't let us down. So get out your pen and go to work.

On behalf of L.H.S.T.C.—Thanks.

Urgently yours,

Allen D Patterson
Director of Teacher Education

ADP:mb

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE

December 20, 1959

Member of the Class of 1957 or 1958

Dear Graduate:

Mr. Irvin J. Shutsy, Director of Student Teaching at California State Teachers College, is completing his thesis for the Doctor's degree. His problem is: "Evaluation of Student Teaching by First and Second year teachers who have graduated from the fourteen State Teachers Colleges in Pennsylvania".

Research centered on the student teaching programs will be valuable in helping us to improve our program. We hope, therefore, that you will be happy to participate in this study; and will complete and return Mr. Shutsy's questionnaire as soon as possible.

Kind regards,

Wm E Beyers

William E. Beyers, Director
Student Teaching and Placement

WEB:ns

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
INDIANA, PENNSYLVANIA

Classes of 1957 and 1958

Dear Graduate:

Mr. Irvin J. Shutsy, Director of Student Teaching at California State Teachers College, is doing a research problem: "Evaluation of Student Teaching by First and Second Year Teachers."

We are cooperating with Mr. Shutsy in making this study. We believe that the findings of this study will be helpful to us in appraising our own student teaching program. We will, therefore, very much appreciate it if you will assist Mr. Shutsy by executing and returning the questionnaire he mailed to you some time ago.

Very truly yours,

John E. Davis

John E. Davis, Director
Teacher Training

JED:djm

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA

December, 1959

Dear Alumnus:

Being interested in student teaching, placement, and the follow-up program of our West Chester graduates, let me urge you to participate in this study. It will be very helpful to us in assessing and improving our program at West Chester.

In keeping with the fine record of your class, I am sure your response will be immediate and your opinions most valuable.

Let me take this opportunity to wish you well in your professional assignment and to assure you of our interest in being of further service to you.

Sincerely yours,

Mark M. Evans

Mark M. Evans, Acting Director
Student Teaching and Placement

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
MILLERSVILLE, PENNSYLVANIA

Dear Alumnus,

As Director of Student Teaching at your College, let me urge you to participate in the study now being conducted by Mr. Irvin J. Shutsy, California State Teachers College, under the direction of the University of Pittsburgh. It will be of help to us in assessing our Student Teaching Program in terms of its significance to the teacher education curriculum and to our profession in general.

In deeping with the fine record of your class, I am sure your response will be immediate and your opinions most valuable.

Let me take this opportunity to once again wish you well in your professional assignment and to assure you once more of our interest in being of further service to you.

Very sincerely yours,

Eugene K. Robb

Eugene K. Robb, Director
Student Teaching and Placement

EKR/k

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA

Dear Graduate:

At an earlier date you received a questionnaire relative to student teaching from Irvin J. Shutsy, Director of Student Teaching at the California State Teachers College. The questionnaire had been distributed with the endorsement of Dr. Rathgeber, President of our college, hoping for your cooperation.

Apparently the responses are rather slow coming in. I feel the study has merit and can be of help to this college. I urge that you return your completed questionnaire to Mr. Shutsy immediately. Let us help make his study a significant one

Very cordially yours,
Richard M. Wilson
RICHARD M. WILSON
Director of Student Teaching and
Placement

RMW/jag

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
KUTZTOWN, PENNSYLVANIA

Dear Graduate of Kutztown State Teachers College:

Mr. Irvin Shutsy, Director of Student Teaching of State Teachers College, California, Pennsylvania, is conducting a state-wide study which involves an evaluation by first and second year teachers of their student teaching experiences as provided by the fourteen State Teachers Colleges of Pennsylvania.

This appears to be an extremely valuable study. It should reveal successful practices in providing meaningful experiences. It should also point up weaknesses in the student teaching program.

The study has been approved by the presidents of the fourteen State Teachers Colleges. I therefore urge your cooperation by responding to the questionnaire he has sent you through the mail. I would suggest that if you have mislaid your questionnaire, you might write him for a second copy.

Very sincerely yours,

George D. Weiss.

George D. Weiss
Director of Student Teaching

GW:ma

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
STATE TEACHERS COLLEGE
EAST STROUDSBURG, PENNSYLVANIA

Dear Graduate,

Mr. Irvin J. Shutsy, Director of Student Teaching, State Teachers College, California, Pennsylvania is making a worthwhile study of student teaching in Pennsylvania.

You have been selected as a recent graduate who will fill out Mr. Shutsy's questionnaire.

If you have mislaid or otherwise failed to complete his questionnaire, please fill out the enclosed one and mail it promptly to him.

Dr. LeRoy J. Koehler and I both urge you to render this professional service. I thank you, in advance, for your help and prompt action.

Very sincerely,
Nathan G. Meyer
Nathan G. Meyer, Director
Student Teaching and Placement

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VITA

Irvin John Shutsy was born in Vanderbilt, Pennsylvania, September 8, 1916. He was graduated from Dunbar Township High School, Leisenring, Pennsylvania in 1935. He received the Bachelor of Science degree from California State Teachers College in 1940 and the Master of Education degree from the University of Pittsburgh in 1948. He served as a teacher in the Washington High School, Washington, Pennsylvania from 1940 to 1948. During the period from 1943 to 1946, he served as a member of the United States Merchant Marine in the European theater of operation. Since coming to California State Teachers College, California, Pennsylvania in 1948, he has served as supervisor of industrial arts student teachers for eleven years and as Director of Student Teaching for three years.